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UNIVERSITY OF ALBERTA

Youths' Soccer Motives: Gender and Ethnicity

By

© Shelley Lynne Wells

A thesis submitted to the Faculty of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of
Master of Arts.

Department of Recreation and Leisure Studies

Edmonton, Alberta
Fall, 1994

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Fall, 1994

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled YOUTHS' SOCCER MOTIVES: GENDER AND ETHNICITY submitted by SHELLEY LYNNE WELLS in partial fulfillment of the requirements for the degree of MASTER OF ARTS .

Dr. R.P. Heron, Co-Supervisor

Dr. Len Wankel, Co-Supervisor

Dr. Judith Golec, Committee Member

July 19, 1994

Abstract

The study examined the importance of gender, ethnic identity and ethnic salience for two case studies of youths' identification of major soccer motives. One case consisted of six boys and the other seven girls, ages 13 to 14 years, registered on two, Parks and Recreation Department sponsored, recreational indoor soccer teams. The two gender segregated teams were selectively chosen from the District's eight (five boys' and three girls') similar type teams. Gender and ethnic identity were the criteria utilized to select the teams. The attribute of gender was examined *between* the two cases and the attributes of ethnic identity and ethnic salience were examined *within* the two cases. The goal of the study was to gather preliminary qualitative data on a small sample of sport participants which could serve as a basis for a more objective and systematic study.

The research site was a middle class, mixed ethnic, Alberta community with a population of approximately 75,000 people. The indoor soccer program was scheduled between the dates of October 1991 and March 1992. It consisted of one regularly scheduled game and practice per week.

The methodological techniques included field observations (youths' soccer games and practices), personal interviews (youths, parents and coaches) and document collection. These tools were triangulated, whenever possible, to attain the most comprehensive understanding of the youths' soccer motives. The results were discussed and interpreted in light of an elaborated version of Alderman's (1978) Athlete-By-Situation Interaction Model of Motivation.

The findings supported the need for more extensive research in two of the three areas of investigation. First, gender differences were found among the "Canadian" youths' identification of major soccer motives. For example, while major soccer joining motives cited by the boys included *influenced by father* and *to learn and/or improve skills*, the girls included *to be with friends and/or meet new people* and *to improve body image*. Similarly, while major soccer engagement-enjoyment motives cited by the boys

included *winning* and *to learn and/or improve skills*, the girls included *to improve body image*. Furthermore, while major soccer engagement-dislike motives cited by the boys included *unqualified officials*, the girls included *gender inequalities in the program's basic structure and/or organization*. Lastly, while major soccer disengagement motives cited by the boys included *teams unbalanced in strength*, the girls included *did not get along with teammates*.

Second, the results revealed ethnic differences among the boys' identification of major soccer motives. For example, while major soccer joining and engagement-enjoyment motives cited by the "German-Canadian" and "Dutch-Canadian" boys included *it is a family tradition* and *to perfect the sport*, the "Canadian" boys included *influenced by father, to refine soccer skills* and *it gives me something to do*, and the "Portuguese-Canadian" boy cited *influenced by father* and *to perfect the sport*. Similarly, while major soccer engagement-dislike motives cited by the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys included *inadequate practice conditions*, the "Canadian" boys included *teams unbalanced in strength, a too competitive coach, insensitive parents* and *unqualified officials*. Lastly, the major soccer disengagement motives varied between the ethnic subgroups in that while the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys stated *nothing would make them quit*, the "Canadian" boys included *teams unbalanced in strength* and *a too competitive coach*.

Third, the results revealed that a low or moderate ethnic salience score did not appear to influence the "Canadian" youths' identification of major soccer motives. However, further research is necessary because the research design prevented the results from being investigated in an in-depth manner.

Acknowledgment

I would first like to extend my heart-felt thanks to my supervisor and friend, Dr. Peter Heron. Throughout this thesis he demonstrated the highest qualities of supervision, patience and concern. Words alone cannot express my gratitude and appreciation to him.

I would also like to thank Dr. Len Wankel, Dr. Judith Golec, and Dr. Rick Alderman, members of my supervisory committee. Without their time, interest and assistance this undertaking would not have been possible.

Lastly, I am forever indebted to D.J., family and friends. Their words of encouragement and unconditional support provided me with the strength and inspiration to complete this work. Thank you for being there.

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CHAPTER 1

Introduction

The Introduction consists of six sections. Section I presents background information on the research topic. Section II continues by outlining the specific objectives of the study. Next, Sections III and IV, respectively, present an overview of the contents of the thesis and provide conceptual definitions for key terms. Section V outlines of the parameters of the investigation. Lastly, Section VI discusses the limitations of the study.

Section I - Background Information

Evidence indicates that although there has been an increased number of youths participating in organized recreation sport programs (ORSPs), there has also been an equally high drop-out rate (Orlick & Botterill, 1975, Pooley, 1981; Sapp & Haubenstricker, 1978; Sefton & Fry, 1981). For example, data averaged from North American samples reveal attrition rates approximating 28%. In an extensive state-sponsored study of youth sport participants in Michigan, Sapp and Haubenstricker (1978) discovered that 35% of the youths planned to terminate their involvement before the start of the next season. Similarly, Pooley's study (1981) of male soccer participants in an eastern Canadian city revealed that 22% of the youths had dropped out over the course of the season. Lastly, Sefton and Fry (1981) found a 35% disengagement rate for a group of young western Canadian swimmers.

Furthermore, there is evidence to suggest that this attrition rate may be on the rise. Fry and colleagues (1981), in a study of 200 youth hockey participants from Saskatoon found that the attrition rate increased from 27% to 35% over a six year time period.

At first glance, this attrition rate does not appear alarmingly high, for an independent review of the literature suggests that approximately 18% of such participants withdraw due to conflicts of interests (to merely experience different achievement domains), and that only 10% drop out as a result of not being satisfied with the programs. However, from a socio-psychological perspective this latter 10%

represents a major source of disquietude. This concern stems from evidence that suggests that being involved with and satisfied by sports can contribute to one's quality of life (Gould, 1982; Kenyon, 1988; Levy, 1952; McDonald & Hutchinson, 1987; Railow, 1982). Especially considering the fact that in 1992 over 15 million North American youth participated in ORSPs (Howard, 1992), this *small but significant number* represents a considerable segment of the population that did not reap the potential benefits from these sport programs.

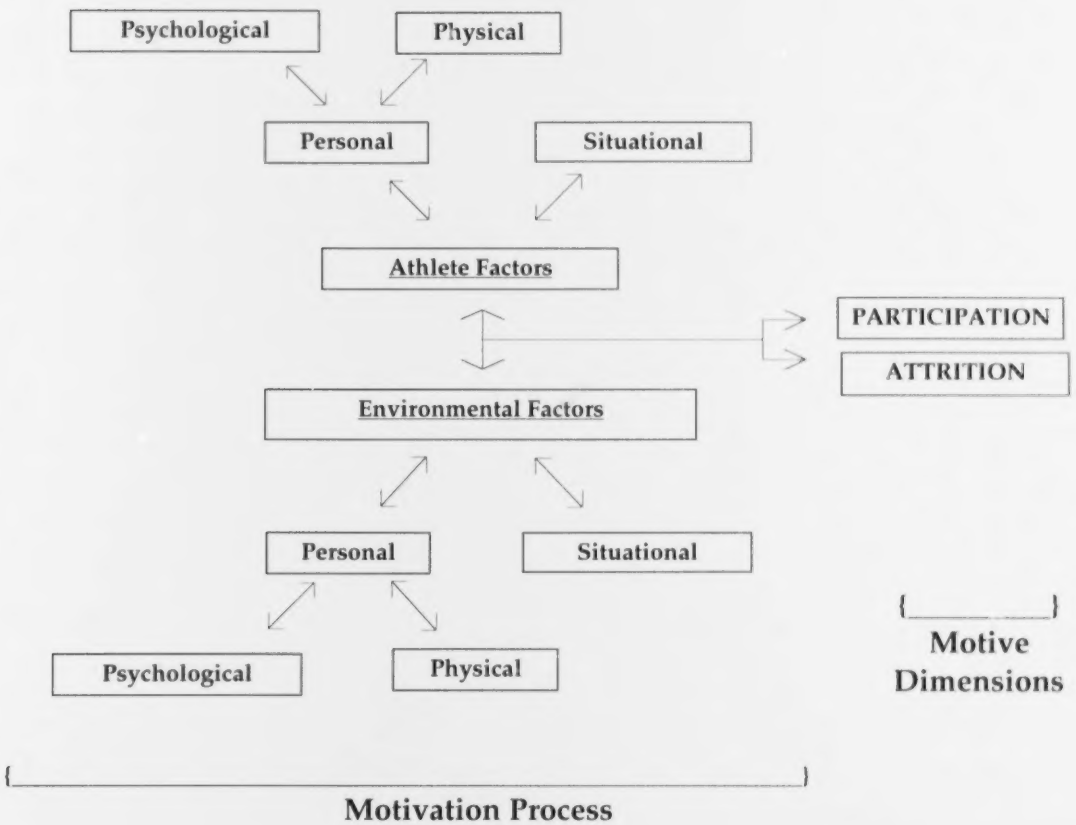
Furthermore, while the literature suggests that youths' primary motives for dropping out of ORSPs include "to experience different achievement domains", researchers have not investigated why these conflicts of interest exist. There is no empirical evidence to indicate whether these youth turned to the other sport activities because they found them more appealing or whether the particular sport program simply did not meet their interests. Further investigation is warranted to answer this critical question. It may be that more youth are dropping out of ORSPs, as a result of not being satisfied with them, than the statistics indicate.

It was the concern over youth sport participation and attrition that first prompted sport psychologists, in the early 1960s, to identify youths' sport motives. Since this time, a review of the literature reveals that, in North America, 24 of such studies have been conducted. The framework most frequently utilized by these researchers to understand motivated behavior has been the Athlete-By-Situation Interaction Model of Motivation (ABSIMM) (Alderman, 1978) (Figure 1).

Figure 1

Athlete-By-Situation Interaction Model of Motivation

(Alderman, 1978)



The ABSIMM suggests that to design ORSPs that cater to the interests of the youth population their motives for sport participation and attrition must be identified. Motivated behavior results from the continuous interaction of both athlete

(psychological, physical, and situational) and sport program environmental factors (program emphasis on competition, affiliation, skill development, etc.). Youths engage and maintain their participation in sport programs when their motives are fulfilled by their athletic environment. Conversely, youth become disinterested and drop out of sports when their motives are not fulfilled by their athletic environment. For example, if a youth's primary objective for participating in a sport program is to be with friends and/or to meet new people and sport organizers provide for this, then the youth's motivation will be enhanced. Conversely, if the sport organizers solely emphasize skill development and/or competition, the youth's motivation will decline.

With the extensive research, conducted over the last thirty years, that has focused on identifying youths' sport motives, the obvious question that arises is: *"Why are a significant number of youth not satisfied with North American based sport programs?"* For example, the sport motivation literature suggests that youth engage and maintain their participation in sport programs to have fun, to experience excitement, to achieve success, to improve skills, to stay in shape, and to make new friends (Alderman, 1978; Alderman & Wood, 1976; Fry, McClements & Sefton, 1981; Gill, Gross & Huddleton, 1985; Gould, Feltz & Weiss, 1985; Griffin, 1978; Petlichkoff, 1982; Skubic, 1956; Wankel & Pabich, 1982). Similarly, the sport attrition literature suggests that youth become disinterested and drop out of sports for reasons associated with conflicts of interest, lack of success, competitive stress, instructor/coach, injury, and lack of fun (Burton & Martens, 1986; Fry et al., 1981; Gould et al., 1982; Orlick, 1973, 1974; Orlick & Botterill, 1975; McPherson et al., 1980; Petlichkoff, 1982; Pooley, 1981; Sapp & Haubenstricker, 1978; Sefton & Fry, 1981). A closer review of the sport motivation literature suggests why this conflict may exist. It was hypothesized that the inability of North American sport organizers to effectively structure ORSPs may be partly attributed to three inherent weaknesses in the sport motivation research: (1) the lack of understanding concerning gender differences; (2) the non inclusion of ethnic identity as a significant variable of investigation, and; (3) the failure to incorporate ethnic salience as an important unit of analysis.

Section II - Specific Objectives of the Study

The purpose of this study was exploratory. The goal was to examine these three hypothesized limitations of the sport motivation research, within two case studies of young soccer participants, to determine if a more objective and systematic study is indicated.

The study's first objective was to examine the importance of gender for youths' identification of soccer motives. At present, the sport motivation research is plagued with inconsistencies with respect to the influence of gender on youths' sport motives. This problem may be attributed to the gender-biased nature of sport motivation literature. Of the 24 studies reviewed, only five focused on female samples or examined gender differences in mixed samples (Gill, Gross & Huddleton, 1985; Gould, Feltz & Weiss, 1985; Petlichkoff, 1982; Sapp & Haubenstricker, 1978; Wankel, 1983). The fact that gender differences are evident in the sport motivation research should make gender a significant variable of investigation. To the extent that there are differences, and motivation researchers identify them, the theoretical and practical benefits are innumerable.

To review this comparative literature, one of the earliest studies to examine gender differences among youths' participation motives was conducted by Sapp and Haubenstricker (1978). Their investigation of 1,050 youths, involved in a variety of sports, revealed that the genders differed in respect to the participation motive *affiliation*. Fifty-five percent of the males, as opposed to 50% of the females, participated because *their friends did*, while 44% of the females, as opposed to 33% of the males, became involved *to make new friends*. Similarly, Petlichkoff's study (1982) of 270 athletes from a diversity of sports showed that while males consistently placed more emphasis on the motives *success, stress/arousal, aggression, power* and *independence*, females tended to focus more on the motive of *affiliation*. Furthermore, Gill, Gross & Huddleton, (1985), in their study of 1,138 youths involved in a medley of sports, found that males rated a*chievement/status* more highly than did females. Lastly, Gould, Feltz and Weiss' study (1985), of 365 swimmers, revealed that females rated *fitness, friendship, something to do,* and *fun* more highly than did males.

Most of the gender differences in these studies were explained in the context of Socialization Theory (Sewell, 1963). This theory is considered to be the process whereby individuals learn to play the various roles necessary for effective participation in society. According to Sewell, the process involves the acquisition of knowledge, skills and dispositions which enables a person to perform in accordance with the expectations of others as she or he moves from position to position in the social order throughout one's life cycle. Thus, the process encompasses the learning of feelings as well as skills and cognitive sets. Therefore, from the perspective of studying sport it is defined as the process by which individuals develop their sport behaviors and dispositions. Sport participation is viewed as a sport role and individuals are examined in terms of the means by which they acquire the skills necessary for role enactment.

Since the socialization process involves notions of expected behaviors, it follows that there are "appropriate" and "inappropriate" behaviors, and that there are norms and sanctions which direct individuals among various dimensions of behaviors. Consequently, one of the most important aspects of the socialization process is the development of sex-roles and the notion of sex-typed behaviors, which typically elicit different rewards for one sex than for another, whereby the consequences vary according to the sex of the performer. Viewed in this context such behaviors would be the result of social learning, whereby individuals acquire appropriate sex-role behaviors through the processes of discrimination, generalization and observation.

The study's second objective was to examine the importance of ethnic identity for youths' identification of soccer motives. Most of the sport motivation research to date is rooted in a white, middle class perspective that ignores ethnic perspectives. For example, of the 24 sport motivation studies reviewed, not one considered ethnicity a significant variable of investigation.[1] However, established cross-cultural literature from the social and behavioral sciences indicates that an ethnic perspective is crucial to

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[1]Please note that Alderman (1978) and Harris (1984) examined *racial* **not** *ethnic* differences among youths' sport motives. As noted in the conceptual definitions (see p. 9), race and ethnicity are distinct theoretical concepts (Barth 1969; Mackie & Brinkeroff, 1988; Thomas, 1986).

our understanding of social phenomenon. Consequently, it is this author's belief that the sport motivation research might be limited as a result of this ethnic component being ignored.

First, motivation researchers should be concerned with the study of cross-cultural variation in sport motives because ORSP involvement in North America is not exclusive to the white mainstream. There are innumerable members of diverse ethnic groups within all types of ORSPs (Allison & Duda, 1980; Cheek, Field & Burdge, 1976; Kew, 1981; Murphy & Howard, 1977; Washburn, 1978).

Second, the fact that evidence from the socio-psychological and sport science literature has revealed that culture influences perception and affective responses should make the study of ethnic differences particularly important. Social-psychological literature, for example, has revealed ethnic group variations in orientations towards time and space (Hall, 1966; 1977), general life values (Isonio & Garza, 1987; Kluckholn & Strodtbeck, 1961), competition and cooperation (Allison, 1980; 1981; 1982b; Hutchinson, 1987; Kagan & Ender, 1975; Madsen, 1967; Madsen & Shapira, 1970; Nelson & Kagan, 1972), success and failure (Allison, 1981; Coleman, 1961; Duda, 1980; 1985; 1986a; 1986b; Eitzen, 1978; Fryans et al., 1983; Maehr & Nicholls, 1980) and a variety of other social-psychological processes.

Furthermore, sport assimilation literature has revealed ethnic differences in the nature and/or meaning of specific recreational and leisure activities (Allison, 1982a; 1982b; 1988; Allison & Levschen, 1979; Blanchard, 1977; Cochran, 1976; Dragon, 1986; Dragon & Ham, 1986; Farrer, 1976; Tindall, Allison & Levschen, 1979; Wyatt, 1976). Tindall, Allison & Levschen (1979) and Blanchard (1974) described ways in which the Ute and Navajo Indians, respectively, change the recreational forms of basketball. Cochran (1976) and Wyatt (1976) discussed the ways in which Afro-Americans play the game of pick-up basketball differently than Anglo-Americans. Farrer (1976) recounted how the game of tag was played differently by Anglo and Mescalero Apache children. These studies revealed that while the basic forms of the activities remained the same, their content were changed in ways consistent with the patterns and structures of the particular ethnic groups' cultural system. And, although several studies have

suggested that minority groups which have prolonged contact with a larger dominant culture will eventually lose their forms of ethnic expression, current anthropological research refutes this claim (Barth, 1969; Eidheim, 1969). Very specific forms of expression have been found to remain in tact despite continued contact. In essence then, despite the finding that sport assimilation research reveals that these behavior patterns are the result of ethno-specific sport motives, motivation researchers have failed to recognize the importance of diagnosing the motives of specific ethnic groups.

Finally, because evidence indicates that beliefs, values, and norms also vary *within* ethnic groups as a result of the degree of importance individuals attach to their ethnic identities, it is reasonable to argue that ethnic identity cannot be studied in isolation from ethnic salience. Numerous studies from the social and behavioral sciences have revealed the necessity of examining ethnic salience in conjunction with ethnic identity: participation in cultural activity (Aguilar, 1990), role of education and government (Edwards & Doucelle, 1987), knowledge of multicultural policies (Edwards & Chisholm, 1987; Edwards & Doucelle, 1987), significance and function of language (Edwards, 1985; Edwards & Chisholm, 1987; Edwards & Doucelle, 1987), importance and role of religion (Edwards & Doucelle, 1987; Mackie & Brinkeroff, 1988), sense of groupness (Edwards & Doucelle, 1987), and significance of within group marriages (Edwards & Doucelle, 1987). Thus, the third objective of this study was to examine ethnic salience in conjunction with ethnic identity.

Section III - Thesis Overview

The purpose of this exploratory study was to examine the importance of gender, ethnic identity and ethnic salience for two case studies of youths' identification of major soccer motives. It was believed that by triangulating the methodological techniques of interviews (youths, parents and coaches), document collection (soccer rule and regulation handbooks, attendance records, etc.) and field observations (youths soccer games and practices) that the youths' soccer motives would most clearly be displayed and understood.

The thesis is presented in five chapters. Chapter 2, which follows the Introduction, provides a comprehensive review of the literature pertaining to specific topics considered in the study. Chapter 3 presents the methodological approach and research design. Chapter 4 outlines the findings and discusses and interprets the results pertaining to the three research questions. Lastly, Chapter 5 presents the conclusions and provides recommendations for soccer programming and future research.

Section IV - Conceptual Definitions

The following section provides conceptual definitions of terms pertinent to the focus of the study.

Drop-out: An individual who withdraws from a sport program, after a period of involvement.

Ethnic Salience: The importance an individual attaches to being ethnic (Mackie & Brinkeroff, 1988).

Ethnicity: Membership in a sub-cultural group on the basis of country of origin, language, religion or cultural traditions different from the dominant society (Barth 1969; Mackie & Brinkeroff, 1988; Thomas, 1986).

Motive: Reasons an individual gives for joining, engaging in (sources of enjoyment and dislike) and disengaging from a sport program.

Organized Recreational Sport Program (ORSP): Institutionalized physical activity with greater or lesser elements of competition, where physical-psychological performance are of great importance for the outcome and rules are formulated by the official sport organization. Organized recreational sport programs do not include professional sport leagues (Patriksson, 1987).

Race: The reference to color (black, red, white) and distinctions based on physical characteristics[2] (Barth, 1969; Thomas, 1986).

Youth: A transitional stage of childhood development, characterized by social, psychological, intellectual and biological change. Socially, it is a period during which a child acquires the social skills and attitudes necessary to cope in a complex society. Psychologically, it is a period for personality organization and self-concept development. Intellectually, it is a time for cognitive processes -- perception, reasoning, learning and memory -- to become more sophisticated. Biologically, it is a time for physical and physiological changes leading to physical and sexual maturity to take place (Coleman, 1961).

Section V- Delimitations of the Study

The study was delimited by a number of factors. The two cases were examined by investigating the potential impact of the following independent variables: gender; ethnic identity, and; ethnic salience. The gender variable consisted of males and females, in the age group of 13 to 14 years, that were the participants of two, gender segregated, organized recreational indoor soccer teams. The indoor soccer program was sponsored by a small Alberta community's (population: 75,000) Parks and Recreation Department.

Ethnic identity was restricted to the ethnic backgrounds of the participants within the two selected cases. Ethnic salience was measured in terms of being low, moderate and high.

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[2]A distinction between race and ethnicity should be made. Race is used to refer to color (black, white, red, yellow), and makes distinctions primarily on physical characteristics (Thomas, 1986). Ethnicity, on the other hand, refers to affiliation with a social group due to heritage or nationality (Barth, 1969; Thomas, 1986). While nationality is often ascribed by others, we should not consider that everyone chooses to embrace their ethnic backgrounds (Barth, 1969; Thomas, 1986). Thus, one may choose to identify or reject his or her ethnicity. Race, however, does not generally allow the same flexibility.

Observations of the participants and interviews with them were carried out between January 14, 1991 and March 9, 1992. In this time period, five of each teams' practices and five of each teams' games were observed.

The findings were discussed and interpreted within the parameters an elaborated version of Alderman's (1978) Athlete-by-Situation Interaction Model of Motivation.

Section VI- Limitations of the Study

The findings of the study were limited by two factors. First, the results were constrained by the small number of youths that met the requirements to act as volunteers in the study: 7/13 boys and 5/12 girls from the two indoor soccer teams. For a youth to meet the requirements to act as a participant in the study the researcher required the youth's consent in addition to the consent one of his or her parents. It is because a significant proportion of the youths from the two soccer teams did not volunteer in the study and many of these youths were of ethnic minority groups that the researcher lost significant insight into the variables (gender, ethnic identity and ethnic salience) being investigated. In addition, due to the fact that the reason(s) underlying the low participation rate were not understood (e.g., Due to: (1) ethnic differences; (2) the gender of the researcher, (3) communication barriers, and/or; (4) other phenomena ?) the study was further limited.

Second, the investigation was limited because of its cross-sectional nature. For example, problems inherent in this study's approach included reliance on recall (asking the youths to remember their motives for joining the soccer program), and prediction (asking the youths what would make them drop out of the program). Also the study did not take into account the impact of subject mortality, maturation, and playing experience on youths' motives. A longitudinal study would have eliminated some of these problems associated with this type of an approach and in turn, provided a greater understanding of the youths' soccer motives.

CHAPTER 2

Literature Review

The following chapter provides an extensive review of the literature concerning the specific topics considered in this study. Sections I and II, respectively, are summaries of the sport motivation research examining youth sport *participation* and *attrition* motives (see Appendix A, p. 89, and Appendix B, p. 94, for a tabulation summary of the literature).

Section I - Participation Motivation Research

Among the first investigators of participation motives in youths were Skubic (1956) and Griffin (1978). Skubic (1956), who studied 145 male baseball players ages 8 to 16 years, found that motives rated most important for participation included *affiliation, having fun, developing sportsmanship* and *improving skills.* Similarly, in a survey of 289 male football players ages 9 to 15 years, Griffin (1978) found that players perceived themselves deriving the following values: *learning game skills, conditioning, sportsmanship, having fun, teamwork* and *forming friendships.*

A more extensive examination of youth sport participation motives was conducted by Sapp and Haubenstricker (1978). In this investigation, participation objectives of 579 male and 471 female sport participants, ages 11 to 18 years and representing 11 different sports were assessed. The findings revealed that, regardless of sport type, the major motives youths cited for their sport involvement included *to have fun* (90%), *to improve their skills* (80%), and *for fitness benefits* (50%). Gender differences in the importance rating of motives were discovered as well. Specifically, 55% of the males compared to 50% of the females participated because *their friends did,* while 44% of the females as opposed to 33% of the males became involved *to make new friends.*

Fry, McClements and Sefton (1981) examined the participation motives of 112 male ice-hockey participants, ages 8 to 16 years. Their results revealed that 30% of the boys participated *to have fun,* 22% *to do the skills,* 11% *for the competition,* and 9% *to be with their friends and/or to make new friends.* When the youths were asked what they liked best

about playing hockey, 35% indicated *fun in playing the game itself*, 20% *scoring goals, skating and puck handling*, and 9% *meeting new people and/or being with friends*.

These studies are important not only because their results are consistent with each other, but also because of their similarities with Wankel and Pabich's (1982) survey. Wankel and Pabich's study of 132 male sport participants, ages 8 to 12 years, involved in baseball, soccer and hockey revealed that, irrespective of the type of sport played, the major motives youths cited for their sport participation included *improving skills, feeling a sense of accomplishment*, and the *enjoyment of a close game or play*.

Extending the previous study, Wankel (1983), and Wankel and Kriesel (1985) administered a ten-item Thurstonian paired-comparison inventory to 822 males, ages 7 to 14 years, participating in soccer, baseball and hockey. Their findings revealed that across a variety of sports and age levels there was substantial consistency in the importance rating of different motives to sport enjoyment. Specifically, factors considered intrinsic to the sport activity (*excitement of the sport, personal accomplishment, improving one's skills, testing one's skills against others'*) were found to be most important; factors considered extrinsic to the sport activity (*pleasing others, winning rewards and winning the game*) were found to be of least importance; and the social items (*being on the team, being with friends, making new friends*) were found to be of intermediate importance. This pattern of results is important because it is consistent with previous research, employing widely divergent sport samples and different methodologies, which reported that intrinsic rewards (performance) are more important than extrinsic rewards (outcome) for both participation and enjoyment.

Alderman and Wood (1976) also examined objectives or the incentives youths have for participating in organized recreational sports. In the Alberta Incentive Motivation Inventory Study, Alderman and Wood (1976) studied 425 hockey players, ages 11 to 14 years, and assessed the relevance of seven incentive systems in relation to the youths' athletic participation. Of these incentive systems (which included independence, power, affiliation, arousal, esteem, excellence and aggression), findings revealed that *affiliation, excellence* and *arousal* were rated the most important, while *independence* and *power* were rated as being the least important. In Alderman's

(1978) subsequent investigation of 2,000 male and female sport participants, ages 11 to 18 years and representing a variety of sports, similar results were found. These youths were found to have similar incentives regardless of their age, seasons of sport experience, gender or race.

Petlichkoff (1982) partially replicated and extended the findings of Alderman (1978) and Alderman and Wood (1976) by assessing participation incentives of 270 sport participants, ages 12 to 18 years. As in previous studies, *excellence, affiliation* and *arousal* were found to be major incentives for both genders. Unlike the previous incentive motivation research, however, *success* was found to be a major incentive. A number of gender and sport experience incentive differences emerged as well. In particular, although both genders rated *excellence* to be the most important participation incentive, males additionally rated *success, stress/arousal, aggression, power* and *independence* more highly than did females. Females, on the other hand, placed a high emphasis on *affiliation*. Finally, youths with 6 to 11 seasons of sport experience rated *stress/arousal* and *aggression* as more important incentives than did youths with less than 5 seasons of sport experience.

More recently, Harris (1984) extended the work of Alderman (1978) by attempting to understand the sport of baseball as it was experienced by two racial groups- a white and black team. Contrary to initial expectations, race did not provide a useful context for an interpretation and analysis of the players' views of baseball. Rather, other variables, such as coaches' conception of youth baseball and amount of previous baseball experience, were found to be more useful for examining the phenomenon under study. The white team, whose coaches emphasized skill development and paying attention, ranked *skill development* and *paying attention* of greatest importance for characterizing the nature of youth baseball. The more experienced black team, on the other hand, ranked *paying attention* and *winning* to be of greatest salience, and this tended to reflect their coaches' emphasis on winning, paying attention and discipline.

Gill, Gross & Huddleston, (1985) also conducted an extensive examination of youth sport participation motives. Their study of 1,138 males and females, ages 8 to 18

years involved in a variety of sports, revealed that *improving skills, having fun, learning new skills, facing challenge* and *getting exercise* were rated the highest motives. Factor analysis of the participation motives revealed the presence of eight separate dimensions: *achievement/status motivation, team orientation, fitness, energy release, skill development, affiliation, fun* and a miscellaneous factor. With regard to gender, Gill and her colleagues (1985) found one meaningful difference between males and females on the factor of *achievement/status*: males rated *achievement/status* more highly than did the females.

In a more recent study, Gould, Feltz and Weiss (1985) revealed findings similar to Gill and her colleagues (1985). Their study of 365 male and female swimmers, ages 8 to 19 years, discovered that youths cited *fun, fitness, skill improvement, team atmosphere, challenge* and *something to do* as highly important reasons for participation. While Gould and his colleagues found no gender differences in the importance rating of *achievement status*, they did find that females rated *fitness, friendship, something to do* and *fun* as more important than did males. Several age differences in swimming motives also emerged: younger swimmers rated *achievement/ status, something to do, like the coach/facilities*, as more important incentives than did the older swimmers.

Finally, Wankel and Sefton (1989), recognizing the limitations of the previous cross-sectional studies, conducted a longitudinal study to investigate the experience of fun and to determine how predictors of fun vary across the sport season. Pre-game and post-game questionnaires were distributed to 55 males and females, ages 7 to 15 years, involved in ringette and hockey respectively, over the first 12 games of the season. Multiple regression analyses were then performed to identify the best predictors of the reported fun level in each of the 12 games. The findings revealed that *post-game positive affect, how well one played, challenge,* and *game outcome* were consistently the best predictors of fun. Wankel and Sefton (1989) interpreted the results as indicating that fun is a positive mood state largely determined by two factors: one's perception of personal achievement and the matching of one's skills against realistic challenges. Fun was also discovered not to be a transient day-to-day phenomenon but was to a considerable degree, reliable and predictable.

Section II - Attrition Motivation Research

In his pioneering efforts to understand why youths drop out of sport, Orlick (1973) conducted extensive open-ended interviews with 32 male and female former sport participants, ages 8 to 19 years, from a variety of sports. Orlick's (1973) findings revealed that children dropping out of sport at an early age appeared to be merely reacting to negative stimuli which were largely a function of the *structure of the games* and the *emphasis of the coaches*. The reasons many youths gave to explain their discontinued sport involvement included *inadequate playing time, fear of failure, disapproval* and *psychological stress*.

In follow-up investigations, Orlick (1974) and Orlick and Botterill (1975) interviewed 60 male and female former sport participants, ages 7 to 19 years, representing cross country skiing, ice hockey, soccer, baseball and swimming. Their findings revealed that 67% of the respondents discontinued *because of the competitive emphasis*, 31% *because of conflicts of interests* (i.e., general life conflicts, 21% and interest in other sports, 10%), and 2% *because of injury*. Of further interest was the discovery that discontinued involvement was linked with the former athlete's age: 60% of the youths, ages 13 to 19 years, left their sport *because of conflicts of interest*, while the same percentage of youths, ages 7 to 12 years, left *because of lack of success*.

Additional support for the findings of Orlick (1974), and Orlick and Botterill (1975) came from a study conducted by McPherson and his colleagues (1980). Their survey of 1,090 male and female active swimmers, ages 8 to 17 years and 279 of their parents, revealed that the youths' major motives for dropping out included *frustration, other interests, too much pressure, lack of progress, lack of fun, not winning, too time consuming*, and *conflicts with the coach*.

In an extensive state-sponsored study of youth sports in Michigan State, Sapp and Haubenstricker (1978) also examined youths' motives for dropping out of sport. The subjects surveyed in this investigation were 1,183 male and female participants, ages 11 to 18 years, and 1,183 parents of children ages 6 to 10, representing a variety of sports (baseball, softball, basketball, bowling, football, golf, ice-hockey, soccer, swimming, tennis, track and field, and wrestling). Thirty-five percent of the older

youths and 24% of the parents of the younger youths indicated that they or their child did not plan to participate again in the next season. Of the youths who indicated that they were terminating their involvement, 64% cited *involvement in other activities*, 44% cited *work*, and 34% cited *disinterest* as major motives for dropping out. Less than 15% of the participants rated *lack of participation, dislike for the coach, injury, expense* and *dislike for teammates* as important. Furthermore, 65% of the parents who indicated that their child would no longer be participating also reported *involvement in other activities* as the major motive for their child dropping out, with 43% indicating that their child was *no longer interested in the sport*.

Petlichkoff's study (1982), of 46 male and female former sport participants ages 12 to 18 years and representing a number of different sports, found that youths' major motives for discontinuing their sport involvement included *having other things to do* (78%), *being injured* (58%), *not improving skill* (52%), *not being as good as expected* (52%), and *not having enough fun* (52%). Younger dropouts, ages 12 to 14 years, were also found to differ significantly from older dropouts, ages 15 to 18, in their importance rating of motives. The younger youths rated *teamwork, not meeting new friends, not feeling important enough, not challenging enough,* and *not improving skills* of greater importance than did the older youths.

While many of the previous studies were designed to identify the attrition motives of youths involved in a number of different sports several studies have been conducted to assess the attrition motives of youths representing specific sports namely, soccer (Pooley, 1981), ice-hockey (Fry, McClements & Sefton., 1981), swimming (Gould et al., 1982; McPherson et al., 1980; Sefton & Fry, 1981), football (Robinson & Carron, 1982), and wrestling (Burton & Martens, 1986).

Pooley (1981) conducted extensive interviews with 50 former male soccer participants. Responses to the question, "Why did you stop playing soccer?" revealed that 33% of the youths dropped out because of an *overemphasis on competition*, 54% cited *conflicts of interest* and 10% *poor communication*. As in Orlick and Botterill's study (1975), age was found to influence the youths' attrition motives: youths, ages 10 to 12 years,

rated *conflicts of interest* and an *overemphasis on competition* more highly than did 13 to 15 year old youths.

Similar findings emerged in a study of Canadian male ice-hockey participants and dropouts, ages 8 to 16 years, conducted by Fry and his colleagues (1981). In this investigation, 200 dropouts were asked why they quit playing hockey. The findings revealed that 31% indicated *conflicts of interest*, 15% *lack of skill*, 14% *dislike of the coach*, 10% *rough playing* and 10% *organizational problems*. Reasons for discontinuing were related to the age of the youth: youths, ages 8 to 9 years, rated *lack of skill* and *boredom* more highly than did youths, ages 10 to 16 years.

In another study, Gould and his associates (1982) interviewed 50 male and female swimming dropouts, ages 10 to 18 years. Their findings supported those of Pooley (1981), and Sapp and Haubenstricker (1978), by demonstrating that *other things to do* was specified as the primary motive for discontinuing. In particular, 84% of the dropouts rated *other things to do* as an important reason for terminating their sport involvement. Other motives rated important by 40% of the sample included *not good enough, not enough fun, wanted to play another sport, do not like the pressure, boredom, do not like the coach, the training is too hard,* and *not exciting enough.* A few significant differences with respect to the gender, age and seasons of sport experience of the youths did emerge. Specifically, while males rated *competence* as more important than females, females rated *not liking the pressure* as more important than males. Furthermore, while swimmers, ages 15 to 18 years, rated *teamwork, parents and friends did not want me to, not a challenge,* and *injury* as more important, swimmers, ages 10 to 14 years, rated *other things to do* as more important. Lastly, youths with less than two years of sport experience rated *affiliation* more highly than did youths with more than three years sport experience.

Sefton and Frys' (1981) study also supported Gould and his associates (1982) findings that factors associated with the sport program environment play a significant role in causing youths to drop out of sports. Sefton and Fry's cross-sectional study of 86 male and female former swimmers, ages 6 to 22 years, revealed that the major motives youths cited for discontinuing included *too much time involved* (31%), *dissatisfaction with*

practices (27%), *time conflicts with other activities* (14%), *favoritism displayed by the coach* (12%), *an over-demanding coach* (12%), *injuries* (9%) and *work* (9%).

One of the more complex studies to examine youth sport dropouts was conducted by Robinson and Carron (1982). These investigators adopted a Lewinian interactionist framework in which dropout behavior was viewed as a product of both personal and environmental factors. In particular, personal and situational factors, including competitive trait anxiety, achievement motivation, self-motivation, self-esteem, causal attributions, attitudes towards competition, sportsmanship, communication measures, parental and group sport involvement, coach leadership and group cohesion were assessed in 98 male football players, ages 13 to 18 years and classified as either dropouts (n=26), starters (n=33), or nonstarters (n=49). The results supported the interactionist model because both situational and personal factors discriminated between the groups. Specifically, dropouts, in comparison to the other groups, were found to have *felt less a part of the team, enjoyed participation less, felt that they had less participatory support from their fathers, more often attributed poor performance to ability, less often attributed success to effort*, and *more often viewed the coach as an autocrat*. Robinson and Carron's (1982) investigation is important because it further supports the notion that the youth sport attrition process is a complex phenomenon influenced by a variety of personal and situational factors.

Finally, wrestlers, former wrestlers, ages 7 to 17 years, and their parents were the focus of a recent investigation conducted by Burton and Martens (1986). When the wrestlers and their parents were asked the question, "Why do children discontinue wrestling?", the findings revealed that while there was considerable variation in the importance ratings of most motives, *other things to do* was cited as the major motive in both groups.

CHAPTER 3
Methodology

The following chapter consists of two parts. The first section provides operational definitions for terms pertinent to the focus of the study. The second section presents the methodological approach and research design.

Section I - Operational Definitions

The following section provides operational definitions to key terms.

Drop-out: A registered sport participant who completely withdraws from the program after participating in at least 25% of its sessions.

Ethnicity: Responses to Part II, questions 2 to 4, of the interview schedule (Appendix F, p. 105) structured to identify groupings of people with perceived ancestral and/or territorial origins (Census Canada Questionnaire, 1986). The responses were coded according to the Free Ethnic Classification Approach: "ethnic group", "ethnic group-hyphenated-ethnic group" or "other" (Driedger, Thacker & Currie, 1982).

Ethnic Salience: The weighted score (ranging from 3 to 11) received upon answering Part II, questions 5 to 7, of the interview schedule (Appendix F, p. 105) structured to measure the importance an individual attaches to his or her ethnic identity. A score of 3 to 5 indicates low salience, a score of 6 to 8 indicates moderate salience and a score of 9 to 11 indicates high salience (Mackie & Brinkeroff, 1988; p.104).

Motives: Responses to Part I, questions 1 to 8, of the interview schedule (Appendix F, p. 105) structured to identify youths' reasons for joining, engaging in (sources of enjoyment and dislike), and disengaging from the indoor soccer program.

Organized Recreational Sport Program (ORSP): A sport program that meets the following five criteria: (1) it is institutionalized; (2) it involves some degree of competition; (3) the exertion of physical-psychological effort are of great importance for the outcome; (4) its rules are formulated by the official sport organization, and; (5) it is not a part of a professional sport league (Patriksson, 1987).

Youth: An individual between 13 and 18 years of age.

Section II - Methodological Approach and Research Design

The following section outlines the methodological approach and research design.

Type of Study

The study followed a multiple case study research design. The goal of the investigation was to gather preliminary qualitative data on a small sample of sport participants which could serve as a basis for a more objective and systematic study.

It should be emphasized that the investigation's results are specific in time, place and people under investigation; they cannot be generalized to the total population.

Construction of the Cases

The investigation involved two cases of youths: one case consisted of six boys and the other seven girls, ages 13 to 14 years, registered on two, Parks and Recreation Department sponsored, recreational indoor soccer teams. The two gender segregated teams were selectively chosen from the District's eight (five boys' and three girls') similar type teams. The attribute of gender was examined *between* the two cases and the attributes of ethnic identity and ethnic salience were examined *within* the two cases.

The criteria utilized to select the teams were on the basis of gender and ethnic diversity. First, because gender was a variable under investigation the District's eight

indoor soccer teams, catering to this 13 to 14 year old age group, were divided on the basis of them being biologically male and female. Dividing the teams according to their gender resulted in five boys' and three girls' soccer teams.

Next, because ethnic identity was also a variable to be explored, the five male and three female soccer teams were ranked according to their degree of ethnic diversity as reflected by the youths' surnames on the teams' registration lists. The male team chosen was the one that demonstrated the greatest ethnic variability. However, due to the fact that there appeared to be no ethnic diversity among the three female soccer teams, the girls' soccer team selected was randomly chosen. Field observations later confirmed the low representation of girls of ethnic minority groups among the sport organization's three female soccer teams.

The research site was a middle class, mixed ethnic, Alberta community with a population of approximately 75,000 people. The indoor soccer program was scheduled between the dates of October 1991 and March 1992. It consisted of one regularly scheduled game and practice per week.

Gaining Access

Upon receiving permission from the Parks and Recreation Department to conduct the study, the coaches of the two randomly selected teams were contacted by telephone, briefly informed about the project, and a meeting was arranged to discuss the details of the study. At this conference the nature and the demands of the study were explained and arrangements were made to start collecting the data.

Field Observations

Data collection first began with field observations. It was through attending the youths' soccer games and practices as an observer, watching and listening, that one was able to grasp an understanding of the context of the sport environment.

The tactics employed to minimize researcher reactivity effects included longevity at the research site, sitting in inconspicuous places, and not coming into personal contact with the youths, their parents, or the coaches throughout the duration of the field observations.

The youths' soccer games and practice were attended between the dates of January 14, 1992 and February 9, 1992. In this time period, five of each teams' games and five of each teams' practices were observed.

Field notes were recorded, without the youths' knowledge of it, at each observation period. A checklist (Appendix C; p. 99) was utilized to assist in the systematic collection of all pertinent data.

The data that were collected were of two types: subjective and observational. Subjective data, or what are referred to as high inference interpretive comments, were the main source of the data record. This first-person narrative was helpful in revealing patterns, associations, meanings, and underlying concepts (Ramos, 1979). In the documentation process, participants' identities were retained (although names were concealed to protect privacy) to portray the situation naturally (Stone, 1984), metaphors were employed to convey meaning subjectively (Bruyn, 1966), and episodes recorded were written in a manner through the researcher ". . . trying to remain a scientist with the insights of a Shakespearean dramatist" (Bruyn, 1966, p.253). This reporting style -- using the language, ideas and expressions of other subjects -- was used later to "evoke the setting" for the reader (Douglas, 1976, p.126).

Observational data, or low inference narrative, consisting of field observation and physical location data, were the data collected over which the researcher had no control (Webb et al., 1966). While interpretive comments could be added, deleted or modified, observational data were in the form of verbatim accounts of conversations, participants' behaviors, physical descriptions of surroundings and participants' appearances (Lofland, 1971; Pelto & Pelto, 1978; Schatzman & Strauss, 1973; Wax, 1971). These verbatim accounts were later used as excerpts to substantiate the inferred categories of analysis (Wolcott, 1975).

Field observation notes were rewritten immediately following each function. Completing each account required a minimum of three to four hours. Three log books were maintained throughout the study to help organize the large volumes of data. The first was an interpretive diary, used to record personal reactions, speculations, questions and concerns. The second was a field observation diary in which were kept

descriptions of the atmosphere, behaviors and interactions, and narrative quotations. The third was a narrative record of the study itself, including additions, revisions, changes in schedule, and the rationale for each.

Document Collection

Throughout the duration of the study, meetings were arranged and times allotted to talk with municipal staff and to obtain, photocopy and review municipal documents and other materials relevant to the focus of the study. Documents such as attendance records, soccer rules and regulation handbooks, and coaches' manuals were utilized to question and/or validate the evidence from the other methodological techniques.

Interviews With the Youths

At the conclusion of the fifth soccer practice attended (the completion of field observations), the youths from each soccer team were informed about the investigation's purpose and their participation requested. The youths were told that interviews would be conducted in order to determine what they liked and/or disliked about the soccer program in which they were involved. They were also told that their contributions would assist sport organizers in the structuring of more effective soccer programs. Confidentiality and anonymity were emphasized at this time.

The youths were then given two consent forms, one to be signed by them (Appendix D, p. 101) and one by their parents (Appendix E, p. 103). They were informed that if they wanted to participate in the interview, for legal purposes it was necessary to have one of their parents' consent as well. The youths were then instructed to discuss the study with their parents, and to inform them that they would be contacted at home over the next few nights.

Over the next few days all the youths' parents were telephoned to determine their willingness to participate in the study. If one of the youth's parents and the youth gave verbal consent then a time and location was arranged for the interview. All

families requested that the interview be conducted at their place of residence. In total 6/13 boys and 7/12 girls registered on the two soccer teams participated in the study.

The interview schedule was pre-tested on two youths, one male and one female. The respondents were chosen from two other of the Department's recreational indoor soccer teams which catered to this 13 to 14 year old age group. The pre-test resulted in slight modifications to the interview schedule's terminology.

The interviews were conducted in isolation of family members and friends, and took an average of 40 minutes to complete. At the beginning of each interview, all consent forms were collected and the confidentiality and anonymity of responses were reaffirmed. All interviews were conducted by the principal researcher.

The interview schedule (Appendix F, p. 105) was designed to reflect the age, language, and symbols of the youths and included themes and issues which were pursued in a semi-structured format. The questionnaire consisted of two sections: *sport motivation* and *ethnicity* questions.

The first section, the sport motivation questions, derived from reviewing the literature on youth sport motivation and the general motivation research, served to identify the youths' sport motives. Specifically, these questions were directed to identify the youths' sport joining, engagement (enjoyment and dislike), and disengagement motives.

As discussed in Chapter two, previous research (using open-ended and likert scale questionnaires) suggests that consistently cited motives by youths, for participating and dropping out of a sport are *it is fun* and *conflicts of interest* (Fry, McClements & Sefton, 1981; Gill et al., 1985; Gould et al., 1982; McPherson et al., 1980; Petlichkoff, 1982; Pooley, 1981; Robinson & Carron, 1982; Sapp & Haubenstricker, 1978). Although these findings provide some general insight into youths' sport motives, they provide little indication as to why a program might be enjoyed or terminated. For example, how is *fun* defined? How can a sport organizer make a program fun? Or similarly, why do *conflict of interests* arise? Is it because other activities are more appealing or is it that the particular sport has failed to meet the youths' immediate interests? Thus, in order to move beyond the general and rather vague stereotyped

responses typical of the sport motivation research clarification and elaboration probes (e.g., "I'm not exactly sure I understand what you mean.", "Would you please go over that again?" "Could you tell me more about that?", or simply, "Anything else?") were utilized throughout the interview. It was believed that through intense probing the researcher would elicit the most clear and complete responses as possible.

The second section, the ethnicity questions, served two purposes. The first two questions, derived from the Census Canada Questionnaire (1986), served to ascertain the youths' ethnic identity. The responses were coded according to Driedger and associates' (1982) Free Ethnic Classification Approach: "ethnic group," "ethnic group-hyphenated-ethnic group" or "other." The remaining three weighted questions, taken from the work of Mackie and Brinkeroff (1988), served to determine the importance the youths attached to their ethnic identities. The summed ethnic salience scores (ESS) categorized the youths into one of three possible salience classification groups: low (score: 3 to 5), moderate (score: 6 to 8) and high (score: 9 to 11).

Interviews were documented with a tape recorder and brief note-taking. The tape recording ensured the accuracy of the data as well as permitted the researcher to stay attentive during the interview process. The interview notes enabled the researcher to capture the sights, impressions, and extra remarks that the participants made before and after the interview. Both the interview notes and tapes were rewritten and transcribed immediately following each interview. Completing each account required four to five hours.

Profile of the Study's Participants and Non-participants

It should be noted that while field observations were collected on all the participants from the two indoor soccer teams (13 boys and 12 girls), the data presented in this paper only represents those youths who volunteered in the study (six boys and seven girls). While it was recognized that this action significantly limited the results of the study, the researcher felt it was necessary not to overstep ethical bounds.

To present a profile of the study's participants and non-participants, of the 13 boys registered on the indoor soccer team, six met the requirements to act as volunteers

in the study and seven did not. Of the seven boys that did not participate in the study four were of "Caucasian", two were of "East Indian" and one was of "Chilean" descent.[3] Two of the "Caucasian" boys had quit the program in its first week and declined the researcher's requests to participate in an interview. The third "Caucasian" boy initially submitted his consent forms but, a week later, chose to withdraw his participation due to health reasons. While the fourth "Canadian" boy and the "Chilean" boy expressed a strong desire to partake in the study they could not attain their parents' permission. Of the two "East Indian" boys, one approached me independently and asked if he could assist with the study without attaining his parents' consent. For obvious ethical reasons, I could not comply with the boy's request. The other "East Indian" boy did not show any interest in the study.

Of the six boys that participated in the study, three held "Canadian", one a "German-Canadian", one a "Dutch-Canadian" and one a "Portuguese-Canadian" ethnic identities. The boys attached varying degrees of importance to their ethnic identities. Two of the three "Canadian" boys felt that their ethnic identities were of only minor importance for their lives. The third "Canadian", the "Dutch-Canadian" and the "Portuguese-Canadian" boys felt that their ethnic identities were of moderate importance to their lives. The "German-Canadian" boy felt that his ethnic identity was of major importance to his life.

Of the 12 girls registered in the indoor soccer program, seven met the requirements to act as participants in the study and five did not. All five girls that did not volunteer in the study were of "Caucasian" descent. To present a profile of these girls, two had dropped out of the soccer program in its first week and declined requests to participate in an interview. The third girl initially consented to the study, but was forced to withdraw a week later due to health problems. The last two girls could not attain their parents' permission to participate in the study.

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[3] The social-psychological process of self-designation is part of the definition of ethnic identity. It is for this reason that the youths can only be subjectively categorized according to their ancestary.

All seven girls that volunteered in the study strongly felt that they held "Canadian" ethnic identities. The girls attached varying degrees of importance to their ethnic identities. While four felt that their ethnic identities were of only minor importance to their lives, three felt that their ethnic identities were of moderate importance.

Interviews With the Youths' Coaches and Parents

In addition to interviewing the youths, semi-structured interviews were conducted with the youths' coaches and parents. The purpose of the interviews was to attain the most complete understanding of the context of the sport environment and the youths' sport motives. The interview instrument was derived from reviewing the literature on youth sport motivation and the general motivation research.

The semi-structured interviews with the youths' coaches and parents took place in isolation of the youths and took from 15 minutes to three hours to complete. In total, all four coaches and at least one, and in many cases both, of each youth's parents participated in the interviews.

Data Analysis

The process of data analysis commenced on the first day and continued until the case study report was written. Due to the study's design, data analysis first began with the field note data, gradually encompassed the document data, and eventually, the interview data.

The notebooks, transcripts, and documents were coded and indexed to allow for quick reference. Several copies of the coded data were duplicated and cut into strips for the physical sorting into stacks. This was to ensure that the data could be easily manipulated in the search for an adequate system of analytic categories.

Analysis and interpretation focused on themes related to identifying and understanding the youths' sport joining, engagement (enjoyment and dislike), and disengagement motives. Data analysis tools that were triangulated and employed to summarize the data, to locate patterns, to trace conceptual links, and to adjust or refocus theories, included typological analysis (Goetz & LeCompte, 1984), enumeration

(Miles & Huberman, 1984), constant comparison (Glaser, 1967), and clustering (Miles & Huberman, 1984).

Briefly, the elaborated version of Alderman's (1978) ABSIMM was used to typologically categorize the information into groups or categories (physical, psychological or situational) on the basis of some canon for disaggregating the whole phenomenon (Goetz & LeCompte, 1984). Enumeration was used as a counting technique to give an index of the frequency appearance of the units of analysis (key words or phrases) (Glaser, 1967). Constant comparison was used to simultaneously compare observational and interview data through analytic induction (Glaser, 1967) to verify between and within data sources. Finally, clustering was used to place information into categories when the data sources did not fall into previously identified typologies (Glaser, 1967).

Data analysis required reviewing the data daily and creating categories that would sort similar segments of the data (observational, subjective, document, and interview) into separate categories. Data collected on subsequent days were employed in ways that would test the adequacy of each category. Working back and forth between the field and the emerging analytic framework allowed the refinement of categories and the gradual development of reliable constructs.[4]

Vignettes were constructed to display common sequences of events. The objective of this was to ground the results in the actual quotations of the participants and the observational data from the site.

Model of Motivation

The study utilized an elaborated version of Alderman's (1978) ABSIMM (cf. p. 3, Figure 1). Alderman's model was revised because the researcher hypothesized that the

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[4]While this approach is judged to be subjective, and therefore possibly biased, it has been declared a justifiable scientific procedure (Denzin, 1978; Goetz & Lecompte, 1984), and one that is enhanced after repeated trials. To some extent it can be seen as "playing with the data," but it is only to accomplish what Miles and Huberman (1984) call "maintaining skepticism by trying to disconfirm earlier themes" (p.216).

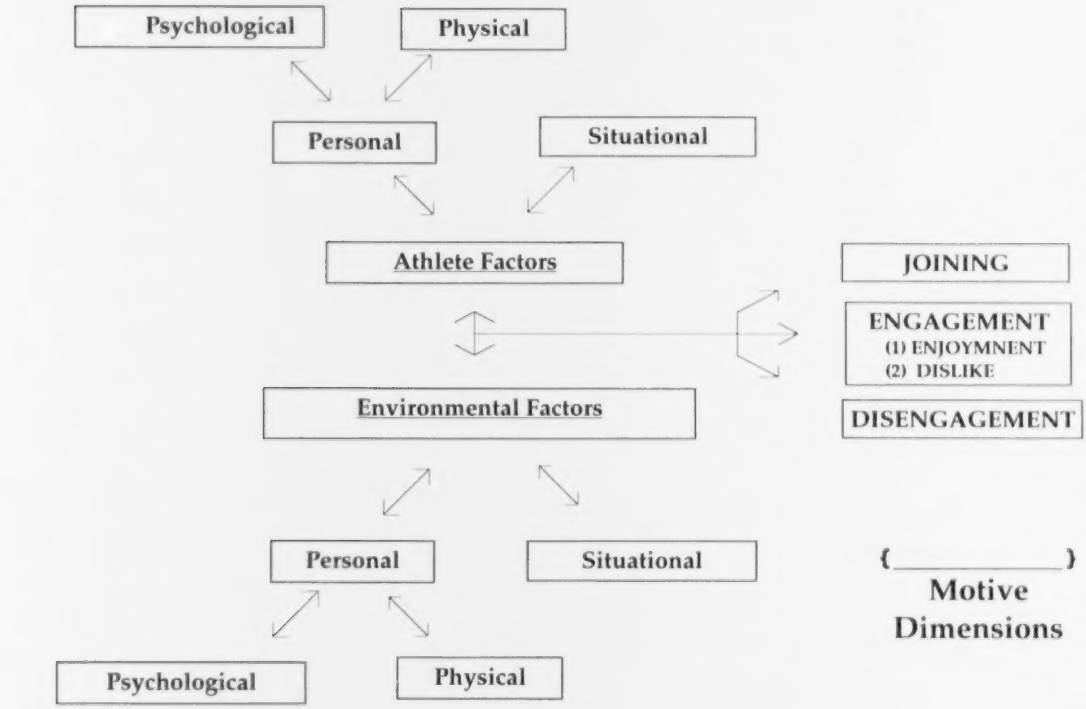
framework's operationalization of the constructs *participation* and *attrition motives* was too simplistic.

To reiterate, the ABSIMM suggests that to design ORSPs that cater to the interests of the youth population their motives for sport *participation* and *attrition* must be identified. Participation motives are defined as youths' reasons for *either* joining or maintaining their participation in the sport program. Attrition motives are defined as *either* youths' sources of distaste while participating in a sport or their motives for actually terminating their involvement. The model states that motivated behavior results from the continuous interaction of both athlete (psychological, physical, and situational) and sport program environmental factors (program emphasis on competition, affiliation, skill development, etc.). Youths both *join* and *maintain their participation* in sport programs when their motives are fulfilled by their athletic environment. Conversely, youth both become *disinterested* and *drop out* of sports when their motives are not fulfilled by their athletic environment.

Alderman's (1978) model was revised, not for its explanation of the "motivation process" but rather, for its operationalization of the constructs *participation* and *attrition motives* (Figure 2; p. 31). The elaborated conceptual framework is not based on the same assumptions as Alderman's model. Alderman's model assumes that youths' motives for joining a sport program are synonymous to their sources of enjoyment once engaged and that youths' sources of dislike in a sport program are synonymous to their motives for actually terminating their involvement. Specifically, the revised motivation model makes a distinction between youths' reasons for joining a sport program (*joining motives*) and their sources of enjoyment once engaged (*engagement-enjoyment motives*). Furthermore, the revised model distinguishes between youths' sources of dislike while participating in a sport program (*engagement-dislike motives*) and their motives for actually terminating their involvement (*disengagement motives*).

Figure 2

Elaborated Version of the Athlete-By-Situation Interaction Model of Motivation



Validation

Several techniques were utilized to increase the researcher's confidence in the investigation's overall findings. First, the methodological techniques and data analysis tools were triangulated, whenever possible, to increase the validity of the results (Bouchard, 1976). This confirmation was sought at all levels of the collection and analysis process: descriptions of events and interactions, interpretations of behaviors, and speculations of overall structures and processes. Second, with respect to the interview methodology, interviewees were given a personal stake in ensuring valid data. In opening comments, it was strongly indicated that the purpose of the interview was to collect data to assist in the designing of more effective soccer programs. Emphasis was placed on the fact that all responses would be kept strictly confidential and it was essential that open and honest responses be given if the data were to be of value. Subjective observations led one to believe that the participants were genuinely interested in the interview, treated it seriously, and appeared to provide legitimate responses to the questions.

Confidentiality and Anonymity

Four precautions were taken to guarantee confidentiality and anonymity to both the municipal agency and the participants. First, names were changed (of the municipal agency and of the participants) to uphold privacy. Second, the analysis focused on the group rather than any one person. Third, the interview tapes and transcribed interviews were accessible only to the researcher. Fourth, the interview tapes and transcribed interviews were destroyed upon the completion of the study.

CHAPTER 4

Social Context, Findings, Discussion And Interpretations

The following chapter is divided into four parts. Section I presents an overview of the social context of the youths' soccer games and practices. Sections II, III and IV outline the findings and discuss and interpret the results pertaining to the three research questions.

Section I- Description of the Youths' Soccer Games and practices

The following section provides a description of the social context of the youths' soccer games and practices.

Soccer Games

All soccer games were held at the Indoor Soccer Center at 7:00 a.m. on Sunday mornings. The Indoor Soccer Center was a colossal, brightly illuminated, warehouse-like structure located roughly 15 kilometers from the community's heart. The facility contained two, wall-partitioned, regulation sized, fenced, green-matted, soccer fields. A netting system fastened to the top of the fence and extended to the ceiling. The purpose of the netting was to prevent the soccer balls from being kicked off the fields. Situated on one side of each field was the players' box, and on the other side the spectators' benches, the officials' box and the penalty box. Above each goal hung brightly-lit, oversized time-clocks. The ringing sound that was emitted from the clocks was deafeningly loud.

To provide an overview of the rules and regulations the sport, the indoor soccer games were 60 minutes in duration including one five-minute half-time break. The soccer games were officiated by one referee and two linesmen. The game itself involved two teams consisting of nine players each. At the start of the game, the two teams would strategically position themselves at opposing ends of the field. The positioning of the players on each team were as follows: three forwards (one center-forward and

two wings), two half backs (one center half-back and two wings), two defense and one goalie. The game was initiated with a ball toss in the middle of the field. At this instant, the task of the two opposing center-forward players was to attempt to take possession of the ball by kicking (passing) it to one of the players on their own team. From this point onwards, the main objective of the half-backs and forwards, for each of the two opposing teams, was to score on their opponents' goal by driving the ball up the field via the mechanisms of passing (kicking) the ball to ones teammates and rebounding the ball off the walls. Simultaneously, the function of the defense players and the goalie, for each of the two teams, was to prevent their opponents from scoring. While the goalies could use any parts of their bodies including their hands to maneuver the ball, the remainder of the team members were restricted from using their hands. Upon one of the teams scoring a goal, the ball was again placed in the center of the field and the game restarted. The team with the most goals at the end of the 60 minute time period was classified as the winner.

During a game, there were three types of fouls that a player could be charged with. One type of foul was called "Hands". This was called if a defense, half-back or forward player used his or her hands to direct or control the ball. The second kind of foul was called "Offside". A soccer player was considered offside if he or she was nearer to his or her opponents' goal line than the ball at the moment the ball was played unless, (a) the soccer player was in his or her own half of the field of play; (b) there were two of the player's opponents nearer to their own goal line than the player was; (c) the ball last touched the opponent, or; (d) the player received the ball direct from a goal kick. If either of these fouls were called then a player on the opposing team was permitted to execute a "Free Kick". This act included kicking the ball from the sidelines, parallel to the location where the foul was called, onto the field. The third type of foul a player could receive was titled a "Personal Foul". This was called if a player intentionally attempted to: (1) kick; (2) trip; (3) jump at; (4) charge violently; (5) charge from behind; (6) strike; (7) hold, or; (8) push an opponent. This required the player, charged with the foul, to sit in the penalty box for a specified period of time. The

duration of the penalties varied according to the severity of the foul but could last between one and three minutes. The length of the penalties for the different types of fouls were outlined in the coaches' policy and procedure manual. If any of the players received three fouls in a game or was accused of committing a serious foul (e.g., swearing at the official, fighting, dangerous play, etc.) the player was considered to be "Fouled-Out of the Game". This indicated that the player could not play the remainder of the game.

The atmosphere at the youths' soccer games was different from their practices. When the games began, there was usually silence in the building for the first five or ten minutes. One would hear the occasional burst of cheering from the spectators, but other than that the air would be still. Then, as the games progressed, the silence would slowly begin to break. Cheering and non-constructive comments from the spectators became increasingly audible. In fact, after only 20 minutes into the game, one would hardly be able to hear him/herself speak. Only at the sound of the time-clocks, at half time break, would the noise level again settle to its original murmur.

Many of the spectators' comments were non-constructive in nature. In fact, swearing and prejudiced remarks were not uncommon. For example, a mother yelled, *"Hell Karen...get into it!"* to her daughter, after she missed a pass. A father angrily screamed, *"Fuck Jack...open your eyes!"* to his goalie son, after one of his opponents scored against him. The phrase, *"That fuckin Hindu"* was yelled by another father, after a boy of East Indian descent managed to maneuver the ball around his son. On another occasion, a father was heard shouting the following at his son, *"Christ!...Oh fuck!...What da' hell are you doing?!"*

The noise level of the game would again escalate to its original roar after only two or three minutes into the second half. At this point, if a player was tripped or if a youth handled the ball, no matter how unintentional these acts may have been, the spectators invariably voiced their opinions.

It is important to note that these outbursts strongly affected the participants' nature of play. Whereas at the start of the game the youths could be portrayed as

playing fairly, without much body contact and making conscious efforts not to swear or curse at their opponents or at the officials, by half-time the youths could be characterized as playing rougher, dirtier and even occasionally swearing. Furthermore, because this aggressive behavior was condoned and even encouraged by the spectators, the youths' behaviors would become even more belligerent.

As a consequence of the youths' nature of play, the officials would be seen sending more and more of the youths to the penalty box. However, because this only provoked more non-constructive comments from the spectators, it in turn augmented the youths' behaviors.

The behaviors of the coaches also changed as the games progressed. Whereas at the start of the game the coaches could be profiled as being quite reserved and playing everyone for the same amount of time, by half-time the coaches would often be seen not only playing their better players for the majority of the time but also making non-constructive comments to the soccer participants and to the officials. For example, a coach once said, *"Christ Jack, what da hell...You can play better than that,"* to a boy who just had the ball taken away from him. Or similarly, a coach's pep talk to his team at half-time break was heard to include: *"Christ, what are you guys doing? You're playing like girls today."* Similarly, a coach said, *"You need to be kicked in the balls,"* to an official after an ambiguous call. Another time, a coach said the following to an official: *"Fuck. You didn't see that...give me a break! Talk about playing fairly."*

The aggression inherent at these soccer games escalated in the form of a domino effect: one event stimulated the next. Although this hostile atmosphere ranged in its degree, it was observed at all five of the girls' and boys' soccer games attended.

Often throughout the games, especially from the half-time break onwards, one would see the officials making more and more comments to the parents and the coaches regarding their non-sportsman-like behaviors. In fact, on several occasions the referee would raise his arm to give a parent or coach a formal warning. This signal of the arm meant that the parent's or the coach's behavior was not acceptable and that if it occurred again they would have to leave the premises or forfeit the game, respectively. While

some individuals (parents and coaches) often received two or three warnings in a game, no one was actually penalized for his or her behaviors.

The soccer participants themselves always appeared absorbed in the excitement and chaos of the game. Even though each youth was scheduled to play one-and-a-half minute intervals, the majority of the youths would stay out on the playing field as long as possible and only come off if they were ordered to or if they were totally exhausted. Though, after just a minute in the bench area, no matter how fatigued they were, the youths would be back upon the fence, cheering on their teammates, anxiously waiting for their turn to play again.

With the "game over" ring of the time-clocks, the noise level would again immediately descend to its original murmur. The spectators would now be seen conversing with one another, while gathering their belongings, in wait for their children.

The participants and the coaches from each team would meet to shake hands. Win or lose, there never appeared to be any bitterness between the two teams. In fact, the youths could often be heard conversing, laughing, and even apologizing to members of the opposing team as they filed off the field.

Soccer Practices

The soccer practices were held in the gyms of two private schools. The two gyms were very similar in their structure: both had hardwood floors, were brightly lit and were approximately half the size of a regulation playing field. Both teams held regular practices, one day a week, from 8:00 to 9:30 p.m.

Parents/guardians never frequented their children's soccer practices because the coaches preferred that they not attend. There was a consensus among the coaches that parents were *"not only distracting but many want to put their two bits into coaching."* As one coach asserted, *"if we had to listen and cater to all the parents...there would be no time left to play."*

The soccer practices followed a consistent format. For the first 15 to 20 minutes the youths would run laps around the gym. Drills would follow for the next hour. A scrimmage would be organized for the last 15 to 20 minutes of the practice.

The atmosphere at the soccer practices was different from the soccer games. The youths appeared excited yet simultaneously relaxed and stressless. The practices were embodied in an ambiance of fun and laughter, yet many of the youths still appeared serious about performing well. Small circles of youths would be seen briefly coming together to socialize and then dispersing. When a fumble or mistake was made, rarely would the coaches be critical: everyone would laugh a little, then the coach would encourage the youth to attempt the task again.

At several of the practices, youths excitedly asked the coaches if they could schedule another practice in the week. The coaches would usually avoid the question for a few minutes, stating how busy they were, and then occasionally they would acquiesce and arrange another practice. From the field observations, it seemed clear that the coaches were just as thrilled to arrange an extra practice as the youths. It appeared that the coaches simply did not want to reveal to the youths just how much fun they were really having.

Section II - Importance of Gender for the Youths' Identification of Soccer Motives

The following section consists of two parts. The first part presents a profile of the soccer participants under investigation. The second part examines the influence of gender for the youths' identification of major soccer motives.

Participant Profiles

The participants under investigation included three boys and seven girls who held "Canadian" ethnic identities. Gender differences could not be examined among the boys of "German-Canadian", "Portuguese-Canadian" nor "Dutch-Canadian" ethnic identities due to the lack of female comparison groups. However, the fact that there

were no identifiable ethnic minority groups among the girls' soccer team was important to an interpretation of the findings and will be addressed in Section III.

To present a brief profile of the "Canadian" male soccer participants, Dale was just over five feet tall, slim in build, with dark chestnut hair and deep brown eyes. He was a very plain dresser, looked very immature for his age and was quite bashful as well. Dale was physically a very uncoordinated person having difficulty with even the simplest of tasks. Tom, on the other hand, was a handsome looking individual, approximately five feet six inches tall, muscular in build, with mahogany hair and dark brown eyes. He looked two to three years older for his age and appeared very confident. Tom was an exquisite dresser: wearing only the finest brand name clothing. In contrast, Scott was tall, lanky in build, with dirty blonde hair and greenish-blue eyes. He was constantly playing pranks on everyone and "goofing off" in the attempt to entice humor. Scott wore an earring in his right ear and seemed to like the multi-layer, jean jacket and jean pant look.

To provide a description of the girls' soccer team, Cynthia was about five feet three inches tall, medium in build, with short blonde hair and light blue eyes. This girl had a vibrant personality and was ceaselessly in a bright and cheerful mood. Her trendy designer clothes told me that she was from a wealthier family. Julie was slightly shorter than Cynthia, with a medium build frame, short bleached blond hair and stunning blue eyes. She was also a very vibrant person, always bouncing around, never appearing to run out of energy. Another of the female soccer participants, Julie, was approximately five feet tall, medium in build, with wavy short black hair and dark brown eyes. She always wore four or five earrings in each ear and seemed to take pride in her radical style of clothing- wearing uncoordinated styles and color schemes together. Pat and Sheila, in contrast, were very similar in appearance. Both girls were tall, slim in build, with short brunette hair and pale brown eyes. Each of these females had stunning facial features and shapely bodies. In terms of personalities types however, the girls were quite opposite. While Pat was very reserved and shy in nature, Sheila, on the other hand, was out-going and boisterous. Both girls were very casual

dressers, usually wearing a simple blouse and a pair of jeans. Donna, conversely, was a short, buxom girl with a large frame. This long haired, strawberry blonde, blue eyed girl could be described as very "happy-go-lucky". Donna usually wore the very basic of clothing: usually just jeans and a T-shirt. Susan, in comparison, was approximately five feet three inches tall, small in build, with shoulder length orangish-brown hair and penetrating brown eyes. She was an honor student at her school and appeared very serious natured. Lastly, Sharon had medium length, curly orange hair, wore thick prescription glasses and was on the shorter side. Her obesity made her a very uncoordinated individual. Sharon was very timid in character.

Findings

The results of the investigation revealed that an identifiable pattern of soccer motives were found among and between the "Canadian" boys and girls. The intergroup differences are discussed in the context of Sewell's (1963) Theory of Socialization (cf. p. 6).

One notable difference among the "Canadian" boys and girls was their emphasis of the motive *influenced by father* as a major soccer joining motive. Specifically, while this reason was cited as important by the boys, it was not mentioned by the girls. For example, Scott articulated this as: *"{Chest pushed out}[I joined] um...because of my Dad {excited}.... My Dad read about it in the paper and told me about it. He used to play you know {proud}.... I thought it might be fun...so I just joined!"* Similarly, Tom expressed: *"{Eyes gleaming} My Father got me involved in it {obvious look}.... He played soccer when he was my age too {excited}. One day I want to be like him! {proudly sitting up in his chair}"*. The boys' comments indicated that they were influenced to join the soccer program through their fathers own participation in the sport and through their fathers' interest and encouragement of their soccer participation. While these observations of parental role models for youth joining sport is consistent with the sport socio-psychological research (Ewan & Lashuk, 1989; Goodsdt, Lawson & Langford, 1982; Kenyon, 1988), this motive was not revealed in the sport motivation studies reviewed.

It was hypothesized that the gender difference in the emphasis of the motive *influenced by father* may be attributed to mainstream North Americans' beliefs and values regarding the "appropriateness" of sport for males and females (Eagly, 1987; Hall, 1978; Greendorfer, 1978; Harris, 1981). For example, the socialization literature suggests that western society associates the traits of aggression, success, independence, and competitiveness with the masculine sexual identity. In contrast, the female sexual identity is associated more with the traits of cooperation, dependence and timidness (Bakan, 1966; Bem, 1974; Beringer & Desota, 1985; Broverman et al., 1972; Deux & Lewis, 1983; Eagly, 1987; Spence & Helmreich, 1978). Therefore, the researcher believes that it was because the girls' parents perceived the sport of soccer to be more consistent with the male sexual identity that the girls received less parental support, than the boys, for the socialization into soccer role. Specifically, it was the result of the parents' differing norms, values and sanctions regarding the appropriateness of sport for "males" and "females" that the parents had different expectations for their sons and daughters regarding soccer participation.

This theme, that the youths received varying levels of societal endorsement for their soccer involvement as a result of their gender, was believed to be supported by the number of spectators that attended the boys' and girls' soccer games. *"While the boys' soccer games averaged 65 spectators per game, this compared to 20 for the girls."* The finding that there were more than three times as many spectators at the boys' soccer games, than at the girls, reaffirms the theme that the sport of soccer was viewed by this community to be more consistent with the male sexual identity.

The above stated theme was further supported in the gender difference in the emphasis of the motive *gender inequalities in the program's basic structure and/or organization.* Specifically, while this reason emerged as a major source of concern among the girls, it did not appear significant to the boys. For example, Cynthia claimed: *"I do not like the fact that the guys team has higher priority over us...over everything. They always get first say. They even canceled one of our games just so the guys could play."* And Donna resentfully stated: *"[What I don't like is] the lack of coaches wanting to teach the girls' teams. They only want to teach the guys. Also trained coaches...the girls' teams never*

get them. Only the boys do." Moreover, Sharon's source of displeasure was: *What I don't like most is that the guys always get first say."* This concern was expressed by Susan as: *"[What I don't like is that] the shorts are kind of small.... It would also be nice if there were more teams to play against. It's not fun playing against the same teams all the time."* Pat communicated this source of distaste as: *"There's not enough teams to play against."* And Sheila reported: *"No coaches want to teach the girls. We had to can a team last year because we couldn't get anyone to take it. Then we never get the good coaches. But the boys' team gets a line up of them. [Sigh] We really feel wanted."* Lastly, Julie's concern was: *"The uniforms are tight. They ride up all the time. I wish we could get jerseys like the boys."* From the girls' comments there appeared to be four areas of gender inequalities in the structure and/or organization of the soccer program that they were concerned about. These inequalities included: (1) the boys having higher priority over the girls; (2) the lack of trained coaches for the girls' teams; (3) the scarcity of coaches to instruct the girls' soccer teams, and; (4) the unsightly and uncomfortable uniforms.

A greater understanding of the motive *gender inequalities in the program's basic structure and/or organization* was attained upon interviewing the girls' coaches. Basically, while the coaches openly admitted to the gender inequalities in the structure and organization of the soccer program, they simultaneously justified the sport organization's actions. For instance, one coach commented: *"It is because not many girls play soccer that they don't have the equipment or the playing time like the boys.... No one wants to take the girls' teams...they don't want to learn like the boys.... You know...you know what I mean?!"* And another coach stated: *"The girls' teams aren't as recognized as the boys' teams. When they get serious and more girls want to play, they can get new uniforms too.... But right now there is no need... there is no demand to buy new uniforms."* In essence, there was a consensus among the sport organization and the coaches that the girls did not deserve the same rights as the boys, with respect to amount of playing time, the usage of equipment, or the quality of soccer attire, because the girls were not as serious about the sport as the boys.

The researcher hypothesized that the gender difference in the emphasis of the motive *gender inequalities in the structure and/or organization of the soccer program* was again a reflection of North America society's belief and value system regarding the "appropriateness" of certain sports for females (Eagly, 1987; Hall, 1978; Greendorfer, 1978; Harris, 1981). It is believed that because the sport organization and the coaches viewed the soccer program to be more consistent with the male sexual identity that the boys received preferential treatment over the girls. While the gender difference in the emphasis of this motive was not revealed in the sport motivation research, it is consistent with the sport socio-psychological literature that indicates that females experience many gender inequalities in the structure and/or organization of sport programs (Brown, 1981; English, 1978; Greendorfer, 1978; Hall, 1978; Westkoff & Coakley, 1981).

This theme, that the sport of soccer was perceived by this community to be more consistent with the male sexual identity, was also supported by the gender difference in the emphasis of the motive *to learn and/or improve skills*. Specifically, while this motive was clearly indicated by the boys for joining and maintaining their participation in the soccer program, it was not mentioned by the girls. The boys defined this motive in terms of learning the skills and becoming more proficient at the sport. Scott spoke of this reason as: *"{Obvious Look}[I joined] to get better at soccer {determined face}."* Similarly, Tom claimed: *"[I joined because] I want to get better at it {stern facial expression}."* This motive also emerged when the boys were questioned about their sources of enjoyment in the soccer program. As Scott stated: *"I want to get real good...because one day I hope to be a famous soccer player [excited voice]."* And Tom articulated: *"I want to be as good as my Dad one day. He was really good when he was young. He was on a professional league."*

Several parents' statements confirmed the importance of the motive *to learn and/or improve skills* for their son's soccer involvement. Scott's father said: *"I am very pleased with Scott's commitment to the program. He is determined to play well.... I have never seen him so committed to a sport.... Usually he only lasts half a season."* Dale's mother indicated: *"Even though he is smaller and...um...less coordinated than the rest...he really tries. That's what's important {proud}."* Generally, there appeared to be a consensus among

these parents that they were impressed with their sons' dedication to become more competent and efficient at the sport.

The low importance rating of the motive *to learn and/or improve skills* among the girls was consistent with the comments made by their parents and their assistant coach. As Jenny's father stated: *"The girls only join soccer to be with their friends. They're not serious...not like the boys. Sometimes I wonder why they have teams for the girls at all."* Similarly, Sharon's mother commented: *"Sharon likes soccer because she can spend time with her friends. None of the girls really take the game that seriously.... It is being with her friends, that's most important to her."* And the girls' assistant coach stated: *"The girls wonder why they can't find parents to coach their teams...the girls aren't here to learn soccer...they're here strictly to be with their friends."* In essence, the parents' and the coaches' comments appeared to support the premise that the girls were not involved in the soccer program for the reason of skill development but rather, for the social benefits that they could derive from the sport.

Field observations of the youths' soccer practices further confirmed the gender difference in the emphasis of the above stated motive. *"Despite the coaches of the two teams pushing equally as hard to get solid practices in, the boys and the girls varied with respect to the amount of time they spent actually practicing and/or refining their skills. While the boys spent, on average, 70 minutes of each practice session concentrating on skill refinement, the girls spent only 45 minutes on this task."* The fact that the boys spent close to twice the amount of time on skill development, compared to the girls, supports the finding that the motive *to learn and/or improve skills* was more important to the boys than the girls.

The gender difference in the emphasis of this motive was again believed to be the result that mainstream North American society views the trait of soccer achievement to be more "appropriate" among males than females (Eagly, 1987; Hall, 1978; Greendorfer, 1978; Harris, 1981). The researcher hypothesizes that because the girls linked this achievement motive to a masculine sexual identity that they reduced their efforts to achieve. Specifically, the girls did not become involved in the soccer program to master or become more proficient at the sport but rather, used the program as a means to fulfill their other motives. The converse appeared to be true of the boys. This motive had substantial importance to the boys because of their desire to generate a masculine sexual identity. It should be noted that while the importance attached to personal accomplishment parallels the results of other studies (Fry et al. 1981; Gill,

Gross & Huddleston, 1985; Gould et al. 1985; Petlichoff, 1982; Sapp & Haubenstricker, 1978; Skubic, 1956: Wankel & Pabich, 1982), the gender difference in the emphasis of this motive was not identified in the literature reviewed.

One similarity between the boys and girls was respect to the emphasis placed on the motive *it gives me something to do.* Specifically, this motive emerged as important among both genders for joining and maintaining their participation in the soccer program. For example, the motive was frequently cited by the youths when questioned about their major reasons for joining the soccer program. As Dale stated: *"[I joined the soccer program] because it helps me to get out of the house for a while.... It's so boring staying at home {depressed voice}."* Also, Cynthia and Julie identically expressed this reason: *"[I joined soccer] because it gives me something to do on the weekends."* Furthermore, Scott stated: *"I joined because I hate staying at home...doing nothing {frustrated look}."* Susan cited this as: *"[I joined because] I like it... because...because it gives me something to do in the winter months."* Moreover, Sharon remarked: *"[I joined the soccer program because] it allows me to escape from my regular life."* Lastly, Donna enunciated this as: *"[I joined] because its the only thing I have out of school that is fun {distraught look}."* Likewise similar statements were made by the youths for maintaining their participation in the soccer program. Tom's indication, when questioned about what he liked about the soccer program, was: *"Uh, I don't really know {puzzled facial expression}. Uh...just that it helps me to get out of the house for a while."* As well, Donna commented: *"I like it because it gives me something to do. It's nice being able to do something different."* Likewise, Dale stated: *"I'm not sure...just getting out."* Lastly, Scott alluded that: *"I keep playing soccer because it fills up my weekends."* An interpretation of the youths' comments suggested that many of them were very lonely and/or bored with their everyday routines. The researcher believes that these same boys and girls joined and maintained their involvement in soccer program in an attempt to fill this free time in their lives.

The interviews with the parents generally reaffirmed the importance of the motive *it gives me something to do* for the youths' soccer involvement. As one mother stated: *"Dale really looks forward to playing soccer. It...it has really changed his attitude... Before signing up for soccer he would just mope around the house. Now...now he's a totally different person {surprised look}."* Sharon's mother enunciated: *"The girls love soccer because it gets them out of the house for a while. The winters are awfully long here for kids."* Likewise, Sheila's mother commented: *Sheila likes soccer because it gives her something to*

do on the weekends. I don't know what she'd do without it." Scott's mother indicated this as: *"Winter is long.... It gives the kids something to do."* Lastly, Julie's mothers' comment included: *"The program is great for the girls.... It keeps them busy and off the couch (laugh). I know Jule enjoys getting out...and being with her friends."* In essence, there was a consensus among these parents that the sport program contributed to their child's quality of life simply because it gave them the opportunity to get out of the house for a while. This finding that many youths engage in sport programs because it gives them something to do has also been revealed in the sport motivation research (Gould, Feltz and Weiss, 1985).

The motive *thrills and/or excitement* also appeared important to youths of both genders for joining and maintaining their participation in the soccer program. This motive was described by the youths in terms of a sensory or affective component associated with their soccer participation. Specifically, it was the feeling of excitement and participation that was the source of enjoyment through its more physiologically based effects. For example, Julie expressed this in the following manner: *"[I joined] because soccer is an exciting sport {eyes glistening}. It's my favorite. It's so fast! (thrilled voice}"* Dale voiced this as: *"I just like the sport...just, uh...you know...just playing the sport.... What I like most is kicking the ball and... um, the running!"* Similarly, Donna's expression was: *"Um...It's really exciting. I don't know, I just liked it*". Pat voiced this as: *"[I joined because] it's just exciting.... Something is always happening."* Lastly, Susan's stated this as: *"[I joined because] it's really exciting...because there's so much going on all the time."* This same theme came forth, when the youths were asked about their sources of enjoyment in the sport. For instance, Sheila articulated this source of gratification in the sport as: *"I don't know {fidgeting with fingers}...I just like it. Like the action and stuff like that"*. Tom cited this as: *"It's so fast. Like you don't have to wait around a lot."* Moreover, Pat's claim was: *"I like soccer because it's so exciting.... It's just fun."* Cynthia also alluded to this motive as being a source of enjoyment: *"{I like the} fast pace.... Like there's lots of action."* Scott communicated this as: *"[I like the sport because] it's fast.... Uh, it's just exciting. You know, something is always happening."* Sharon and Susan both enunciated this as: *"[I like soccer because] it's fast {excited}."* Lastly, this comment was expressed by Donna as: *[I like the program because] you always get to play. I like playing and not just standing around. It is...there's always lots of action."*

Statements derived from the parent interviews supported the youths' claims that the motive *thrills and/or excitement* was indeed important to them. For example, as one father remarked: *"Dale thrives on soccer because there is never a dull moment.... Dale is the type of person that needs to be busy, to be happy!"* Sheila's father communicated: *"The kids enjoy soccer because it's so fast. There is no standing around like in other sports.... Kids don't lose their interest...like they do in other sports."* Tom's father reported: *It is the intric...or should I say the excitement of the sport that Tom likes. Tom has a short attention span...he needs the challenge to keep him happy."* Lastly, Scott's mother remarked: *"Scott enjoys soccer because it is fast! There's constant involvement and excitement."* The parents' statements generally supported the theme that it was the novelty, uncertainty and complexity associated with the sport that enticed the youths to join and maintain their participation in the soccer program. The importance of the motive *thrills and/or excitement* was also revealed in the sport motivation research (Alderman, 1978; Alderman & Wood, 1976; Petlichkoff, 1982; Wankel, 1983; Wankel & Pabich, 1982; Wankel & Kriesel, 1985; Wankel & Sefton, 1989).

There was also a gender difference with respect to the emphasis placed on the motive *affiliation*. While this motive emerged as instrumental for the girls joining, engaging in and disengaging from the soccer program, it appeared insignificant among the boys. The central meaning of this motive was the opportunity to enter into a forum where it was possible to be with friends and/or to meet new people. For example, when Donna was questioned about her reasons for joining the soccer program, she cited this motive as: *"[I joined because] I wanted to meet new people. I wanted to meet people outside of school."* Sharon stated it as: *"[I joined] to meet people outside of school."* Cynthia's expression was: *"[I joined] to be with my friends.... I never get to see them anymore. They go to a different school now."* Julie and Sheila uniformly expressed this as: *[I joined] because my friends at school joined."* Lastly, Susan enunciated it as: *[I joined because] you get to meet other people...and make friends."* This same motive surfaced when the girls were petitioned about their sources of enjoyment in the sport. Pat stated this as: *"[I enjoy playing soccer because] I like being with my friends. Also I like getting to know new people. Some of the girls don't even go to my school."* Julie's declaration was of this was: *"[Abrupt] I want to be with my friends."* Similarly, Cynthia mentioned this by stating: *"I want to*

meet new people...and make new friends." And Sheila asserted this theme as: *"I like meeting new people. I want to meet more friends outside of school."* Lastly, Donna said: *"I like having fun with my friends. There are also lots of people their I don't know."*

The parents' concerns about the team selection process shed additional light on the significance of this motive for the girls' joining the soccer program. Pat's father remarked: *"They should let the kids pick their own teams. You should see the disappointment in their eyes when their friends are selected for other teams."* Sharon's mother indicated: *"Sharon wanted to quit the program when she found out that her friend was selected for another team. I really had to talk a long time with her to convince her just to try it for a while."* The fact that these parents indicated that their daughter's were extremely distraught when their friends were selected for an alternative team indicates that this motive was indeed important to these girls.

The greater importance of the affiliation motive among the girls, than the boys, was also revealed in the duration of time the genders actually spent socializing with their teammates. *"During the practices, small circles of youths would continuously gather to laugh, talk and play fight amongst each other. Usually, after two or three minutes of socializing, the groups would disperse on their own. Sometimes, however, it would take a yell, comment or wave from the coach to direct the youths' attention back to the sport. While the girls would spend approximately 30 minutes of each class socializing in small groups, the boys spent on average 8 minutes."* The fact that the girls socialized, on average, three times as long as the boys confirms the importance of this motive among the girls.

Further evidence to support that the affiliation motive was of greater importance to the girls, than the boys, lies in the fact that half of the girls interviewed also cited social factors as a major reason for dropping out of the sport program. For example, when Cynthia was questioned about what would make her disengage from the soccer program, she answered: *"Probably...if I got upset with one of the girls. That would make me quit. Like if the girls talked about me and I did not know about it...this would make me mad! [upset]"* Similarly, Julie replied: *"Um...people on the team I don't like...or just don't get along with...or just don't like!"* Lastly, Pat commented: *[I would quit] if I did not get along*

with the girls. Like if we did not like each other." There appeared to be a consensus among these girls that if the soccer program was not conducive of producing an environment where positive emotional social relationships could be experienced, then the girls would terminate their participation in the sport.

These observed gender differences may reflect different social pressures and the internalization of different gender-reflected values about human relationships (Bakan, 1966; Bem, 1974; Beringer & Desota, 1985; Broverman et al., 1972; Deux & Lewis, 1983; Eagly, 1987; Spence & Helmreich, 1978). Since the traits associated with the female sexual identity include sociability, friendliness, gentleness, and warmness, this affiliative behavior would have been viewed as socially "appropriate" for the girls. This finding that females are more socially oriented than males in sport is consistent with the sport motivation research (Gould et al., 1985; Petlichkoff, 1982; Sapp & Haubenstricker, 1978).

The investigation also revealed that there was a gender difference in the importance rating of the motive *to improve body image.* While this motive appeared meaningful to the girls for joining and maintaining their participation in the soccer program, it did not appear consequential to the boys. This theme was defined by the girls in terms of the weight loss and the muscle toning benefits that they could derive from engaging in the sport. Cynthia verbalized this motive as: *"[I joined the soccer program because] I thought it might help me to stay in shape. I want to look good...you know {flicking hair back}?!"* And Julie's response was: *"Basically, the good exercise. It's a good way to stay in shape."* Likewise, Donna stated: *"I like playing soccer because it helps me stay in shape {placing her hands on her hips}."* Interestingly, when the girls cited this motive they each looked at the researcher as if their response warranted no further explanation. The researcher's interpretation of this was that the girls believed that she (the researcher) should understand the importance of having a slim and toned body being a female herself.

Field observations of the girls' soccer practices further supported this theme that it was important for the girls to have slim and shapely bodies. *"Several times throughout the soccer practices Cynthia, Julie and Pat would run to the stage and hide behind the curtain. Cautiously, without the coaches' knowledge, they would slip a mirror out of their purse and*

check their hair and lip stick. Often 3 or 4 minutes would be spent redoing their hair and restoring their lipstick". The fact that facial beauty was found to be of particular importance to the girls was consistent with their desire to have slim and shapely bodies. Conversely, the boys' lack of concern over personal appearance was also evident during the field observations of their soccer practices. *"Even though the boys often worked up a good sweat, they would usually just wipe their faces with their shirt sleeves and continued practicing. Sometimes the boys would even squirt water in their faces from a canteen in order to cool down."* The boys' non-caring attitudes about their physical appearance, while playing soccer, was consistent with the failure of the boys to cite the motive *to improve body image.*

The gender difference in the emphasis of the motive *to improve body image* is not surprising considering the fact that western society portrays the ideal image of a women as one who is thin, shapely and beautiful in appearance. This image is not only ingrained into females from an early age but is reemphasized in the media on a daily basis. Conversely, the boy's failure to mention this motive is also consistent with the lack of pressure from mainstream society for males to conform to a specific body image. The lack of media attention pertaining to an ideal body image for males is likely also responsible for the lower importance rating of this motive among the boys. The finding that females are more fitness oriented than males was also found in a study conducted by Gould and his colleagues (1985).

Another gender difference was found with respect to the value rating of the motive *winning*. While this motive surfaced as important to the boys, it appeared less significant to the girls. For example, this motive was clearly evident among the boys when the genders were questioned about their sources of enjoyment in the sport. Tom denoted this as: *"What I like a lot is winning. It's most fun when you win. Everybody is happy when you win...and you get a trophy. It's just really exciting."* And as another boy commented: *"[Obvious look] Of course, winning. It's not fun when you lose. I like... um...the clapping. I don't know...it just feels real good."* An interpretation of the boys' statements indicated that it was important for them to receive recognition, status and/or social approval for their accomplishments.

The fact that both the girls' and boys' teams had only won one game in the season suggested that the amount of winning or loosing did not account for the gender difference in the emphasis of this motive, but that there must be some other underlying factor. This might be the result of the fact that mainstream North American culture places a greater pressure on the males, than females, to succeed (Bakan, 1966; Bem, 1974; Beringer & Desota, 1985; Broverman et al., 1972; Deux & Lewis, 1983; Eagly, 1987; Spence & Helmreich, 1978). This pressure placed on the boys to win was very evident in their parent's comments regarding the unbalanced strength teams. Tom's father remarked: *"It would be nice if the teams were more balanced.... It can't be fun for the kids losing all the time.... Tom has only won one game this season. Now you can't tell me he's enjoying it. If I were him I would have quit a long time ago."* Similarly, Scott's father mentioned: *"I think it would be nice if the kids could win once in a while. Loosing all the time is hard on anyone's self-esteem."* Lastly, Dale's Father indicated: *"I know Dale has wanted to quit the program several times...I don't blame him though...Why play if there is no chance of winning."* The fact that all the boys' parents placed great emphasis on winning indicates that this motive must have been perceived as a vital element of the boys' soccer game. In contrast, the fact that not any of the girls' parents made statements about the importance of winning suggests that this motive was perhaps viewed as a less essential component of their game. The finding that males are more success oriented than females was also evident in a study conducted by Gill and her colleagues (1982).

This theme, that winning appeared to be more important to the boys than the girls, was also supported in the gender difference in the emphases of the motives *unqualified officials* and *teams unbalanced in strength.* The value the boys attached to the motive *unqualified officials* was clearly evident during their interviews. For example, Tom communicated the motive as: *"We need more skilled referees...to make the games more fair. They call things that shouldn't be called and...things that should be called aren't! {frustrated}"* Similarly, Dale asserted this source of concern as: *"The referees never know what they are doing! {upset} We need more skilled people to make the games more fair."*

Specifically, despite the fact that the boys' and girls' teams had the same officials only the boys cited unqualified officials as a major source of distaste in the soccer program.

The greater importance of the motive *unqualified officials* to the boys, than the girls, was confirmed during the field observations of the youths' soccer games. *"The male soccer participants often expressed anger and frustration among each other and with their coaches and parents regarding the fairness of the officials' calls. In fact, during the game it was not unusual for one or two of the boys to angrily yell at the official or stomp around in a temper tantrum after a call. Conversely, the opposite behavior was revealed among the girls' soccer team. Despite there being little consistency in some of the calls, the girls rarely appeared concerned. After a call was made, the girls would simply restart the game, from where it was left off, and continue playing."* This importance attached to the motive *unqualified officials* was not revealed in the sport motivation studies reviewed.

There was also a gender difference in the emphasis of the motive *teams unbalanced in strength*. Specifically, while this motive was identified as a major soccer enjoyment-dislike motive among both genders, the boys additionally cited it as a major soccer disengagement motive. This motive was very evident among the girls and boys when they were questioned about their sources of dislike in the soccer program. For example, Pat articulated this motive as follows: *"[What I don't like about the soccer program is] the teams being unequal {sigh}. It's no fun loosing all the time.... It would be a lot more fun if we could play a team more like us!"* Moreover, Sheila cited: *"I don't like having to always play the real good teams. Why don't we play teams more like us?! {disquieted gaze}"* Scott's comment was: *"{Annoyed} Only same strength teams should play against each other. No one wants to loose all the time!"* Similarly, Sharon stated: *"They should make more fair...or...um...equal teams {unsure of herself}."* This concern was cited by Cynthia as: *The teams being unequal...it's not fair to our team."* And Donna enunciated this concern as: *"The soccer teams being unbalanced in strength. It's not that I don't mind loosing...as long as I can put up a good fight."* Julie's comment was: *"The teams being really unequal {obvious look}."* Lastly, Tom expressed this as: *"What I don't like is losing all the time. They should only play more equal teams against each other."* The researcher's interpretation of the above evidence is that because the youths were continuously forced to compete against teams that were much better than them, from losing all the time, they felt a sense of

inadequacy and incompetence. This finding is consistent with Csikenmyhali's (1975) "Theory of Flow" in which there is the implication that enjoyment in youths' sports is contingent on coaches creating a sport environment where there is a balance between challenges and abilities.

The gender difference in the emphasis of the motive *teams unbalanced in strength* was revealed upon questioning the boys about their major disengagement motives. For example, Tom expressed this as: *"I will quit if they keep playing unequal teams against each other. It's not fun losing all the time."* Similarly, as Scott enunciated: *"I will quit if they don't make the teams more balanced. I hate losing most of the time [angry]."* Generally, there was a consensus among these boys that if they could not play against teams that were equivalent in terms of skill level to themselves that they would quit the soccer program.

It is hypothesized that the gender difference in the emphases of the motives *unqualified officials* and *teams unbalanced in strength* was a result of the varying degrees of importance the boys and girls attached to winning. As noted previously, one of the major reasons the boys joined the soccer program was to win. It is believed that, because many of these boys blamed their loosing streak on unqualified officials and the teams being unbalanced in strength, that these motives became very important to them. Conversely, it is hypothesized that the girls attached less significance to these motives because the girls did not place a great emphasis on winning. Therefore, even if the girls' loosing streak was a result of unqualified officials and/or the teams being unequal in strength, it was less of a concern to them as they appeared to be involved in the soccer program for motives other than winning. The finding that young athletes who are on teams that continually lose are presented with conditions that are not intrinsically enjoyable also emerged in a study conducted by McPherson et al. (1980).

A similarity among the genders was the importance attached to the major source of distaste *program scheduling times*. This motive was defined by the youths in terms of the soccer practices being initiated too late in the evenings and the soccer games being started too early in the mornings. For example, Susan reported this concern as follows: *"[Abrupt] The early game times [laugh]. I think it's stupid playing that time in the morning."*

Dale communicated this as: *"The practices are too late. It is really hard staying up that late when you have to go to school the next day {perturbed}."* Sharon's expressed this displeasure as: *"The games are too early in the mornings."* Lastly, Scott's distaste was voiced as: *"I don't like to have to get up in the morning to play. At 7:30 you're not quite awake yet. It is really hard to play at that time {tired look}.*

Further understanding of the importance the youths attached to the motive *program scheduling times* was achieved upon interviewing the parents. Scott's father indicated: *"It would be nice if the games were held later in the day. It's real hard on the kids {concerned look}."* Sharon's mom communicated: *"I know Sharon had to miss several of the practices because of an early exam the next day.... If the practices were held earlier in the evening she probably would have gone. Sometimes I wonder if the soccer organizers have kids {laugh}."* Generally, these parents' comments reaffirmed their son's and daughter's claims that the program's scheduling times were very disruptive of their schooling and general lifestyle. To the best of the author's knowledge, this motive has not been revealed in the sport motivation literature.

Another concern that surfaced among youths of both genders was regarding *locale factors.* This source of displeasure was very evident during the interviews with the youths. For instance, when Tom was questioned about his sources of dislike in the program he said: *"Sometimes it's real hard getting to practices because my Dad works...and um, they are on the other side of town."* Likewise, Donna expressed this concern as: *"It's real hard getting a ride a lot of the time to the games. They are held far away.... They should have to hold them in places where everyone can get to. You know...like close to your home?"* Similarly, Dale angrily stated: *"What I don't like is not being able to get a ride."* Furthermore, Sheila cited this motive as follows: *It's hard getting to the games.... The soccer center is...a long ways from our home {sad look}."* Lastly, Julie expressed her dislike as: *"What I don't like is the games and practices being so far away. They should be held closer to our homes."* Generally, there was a consensus among these youths that it was difficult to arrange transportation to the games and/or the practices because of the distance of the soccer facilities away from their homes.

A greater insight into the processes underlying the motive *locale factors* was evident upon completing the parent interviews. For example, Tom's mother angrily stated: *"Sometimes it's real hard getting Tom to the games. My husband works, the other kids have their own activities, and Tom's practices are in Chilliwack."* Dale's father fumed: *"Why can't the coaches hold the practices within our own neighborhoods? Don't they realize the distances some parents must drive?"* Lastly, this concern was sternly expressed by Sheila's mother as: *"Coaches should reconsider the location of practices. They should be held in proximity to the community."* It was interesting to note that during the interviews with the parents the following trend was discovered: many of the youths seemed to be simply mimicking the concerns of their parents. It appeared to the researcher that the concerns over *locale factors* likely originated with the parents but, over time was seen as an obstacle by the youths simply because asking for a ride to the games and/or practices became a "hassle" and/or a source of tension within their households. This importance attached to *locale factors* was not identified in the sport motivation studies reviewed.

Both genders also viewed the motives *insensitive spectators* and *a too competitive coach* as major sources of concern. The motive *insensitive parents* was defined by the youths in terms of the prejudice, swearing and non-constructive remarks and actions that were made by the spectators at their soccer games. For instance, Pat recalled the following: *"This once...when I was playing...I got all mixed up in directions. Anyways, I ended up scoring on my own goal. I felt really bad about it. Then...then a man in the stands stood up and started yelling at me...I felt so bad...He wouldn't quit...Then he came onto the field...still shouting. I was so embarrassed...so scared...I ran off the field crying."* And Scott spoke of the following situation: *"Last month at one of the games. One of the parents started putting down another parent's kid because he was not playing well. Well...that turned out pretty scary. The kid's father overheard this and started to tell the other father off.... He was cursing and swearing.... Within only minutes it turned into a fist fight!"* Cynthia also mentioned an incident involving insensitive spectators: *"One of the kids was really goofing off on the field...he was always sort of a trouble maker. Anyways, a parent came onto the*

field because he thought that he would beat up the kid...you know...to teach the kid a lesson. Well...when the coach jumped in to stop him he got punched out instead. I wish...I wish they could talk to some of the kids' parents! {disgust}" Moreover, Tom found the following situation disturbing: *"This once, this guy went onto the field, called the referee every name in the book and punched him out...unconscious! {disgust}"* Lastly, Donna's expressed this source of dislike as: *"The spectators often have worse...or behave worse than the kids."*

Field observations of the soccer games corroborated the youths' claims of *insensitive spectators*. For example, a mother once yelled, *"Hell Karen...get into it!"* to her daughter after she missed a pass. A father once said, *"Fuck Jack...open your eyes!"* to his goalie son, after the opposing team scored against him. The phrase, *"That fuckin Hindu"* was yelled by a father, after a boy of East Indian descent managed to maneuver the ball around his son. On another occasion, a father who was personally coaching his son from the sidelines was heard shouting, *"Christ!...Oh fuck!...What da' hell are you doing?!"* In essence, these behaviors appear to be supportive of the youths' claims that many of the spectators' comments were indeed non-constructive in nature.

Furthermore, the motive *a too competitive coach* surfaced as a major disengagement motive among both genders. This motive was defined by the youths in terms of a coach who had a very competitive disposition. This motive was very apparent in the interviews with the boys and girls. Sheila's articulation of this motive was: *"[I would quit] if the coach was really strict. Like if he got mad a lot and was so strict...like if he had a win-at-all-cost attitude."* Dale emphasized this as: *"[I would withdraw] if the coach was totally unbearable...unreasonable. Like if he only played the very best players...and I never got to play. Because coaches have been known, in the season, for coaches to bench people. Not for any reason. Just because they're not one of their better players"*. And Sharon's response was: *"I would quit if...for example, this one coach I had always got mad and shouted. I felt like quitting {upset voice}. But he's not like our coach. Our coach, the coach we have now...is excellent {face glowing}."* This was expressed by Cynthia as: *"[I would discontinue] if the coaches got really strict...and you know took the game really, really serious. Like if they became very competitious"*. Moreover, Tom indicated: *"I don't like coaches that*

are really serious about winning.... Like if he had lots of rules and things like that." Similarly, Donna phrased this motive in the following manner: *"[I would drop-out] if the coach was only out to win. You know, where it wasn't fun playing anymore?!"* Lastly, Scott's source of displeasure was: *"I would quit if it was made more competitive and serious...just stuff like that".*

Statements made by some of the youths' parents provided a greater insight into the youths' fears pertaining to the competitive nature of some coaches. Tom's father commented: *"The Chilean and Hungarian coaches are the worst. They treat the game like it's life or death. The kids on those teams are afraid to make a mistake. They are afraid of the coaches...they're not having any fun."* Similarly, Scott's mother expressed: *"Sometimes the coaches criticize the refs...call them names. My son is there more than for the sport of soccer. He's there for the learning experience...to get along with other people...to learn to respect authority...be it right or wrong.... Because it's where he's got to go when he's finished his childhood. They need to be a little more aware of what their emotions are teaching the kids. I would prefer that my son doesn't play for that kind of coach."* Lastly, Julie's mother stated: *"Some of the parents are worse than the kids. How are the kids supposed to learn sportsmanship skills when their parents haven't even learned them?![disturbed look]"* There was a consensus among these parents that many of the soccer organization's coaches had very aggressive and competitive dispositions.

It was hypothesized that the motives *insensitive parents* and *a too competitive coach* were a concern to the youths because they perceived them to interfere with their ability to reach a state of "Flow" (Csiksenmihalyi, 1975). For example, the Theory of Flow suggests that if a youth is participating in a sport program where he or she is optimally challenged, full attention will be invested and the experience will be positive. Conversely, if a youth is involved in a sport program where there is great pressure to win, bewilderment and incompetence may prove distracting and anxiety will result. This finding that many youths drop out of sport as a result of a too competitive sport environment is consistent with the sport motivation literature (McPherson et al., 1980; Orlick, 1974; Orlick & Botterill, 1975; Pooley, 1981; Sefton & Fry, 1981).

Summary

The findings revealed gender differences between the "Canadian" boys and girls in their identification of major soccer motives. For example, while major soccer joining motives cited by the boys included *influenced by father* and *to learn and/or improve skills*, the girls included *to be with friends and/or meet new people* and *to improve body image*. Similarly, while major soccer engagement-enjoyment motives cited by the boys included *winning* and *to learn and/or improve skills*, the girls included *to improve body image*. Furthermore, while major soccer engagement-dislike motives cited by the boys included *unqualified officials*, the girls included *gender inequalities in the program's basic structure and/or organization*. Lastly, while major soccer disengagement motives cited by the boys included *teams unbalanced in strength*, the girls included *did not get along with teammates*.

Section IV - Importance of Ethnic Identity for the Boys' Identification of Soccer Motives

The following section consists of two parts. The first part presents a profile of the soccer participants under investigation. The second part examines the influence of ethnic identity for the youths' identification of major soccer motives.

Participant Profiles

Since all seven youths from the girls' soccer team held "Canadian" ethnic identities the following section only examines the importance of ethnic identity for the boys' identification of major soccer motives. However, the fact that there were no females of an identifiable ethnic minority group among the girls' soccer team was important to an interpretation of the findings and will be discussed at the end of this section.

To present a profile of boys' soccer team, of the six boys that participated in the study, three held a "Canadian", one a "German-Canadian", one a "Dutch-Canadian" and one a "Portuguese-Canadian" ethnic identities. Because the "Canadian" boys were profiled in the previous section (cf. p. 39), the following section only describes the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys.

To begin then, Tristan, the "Dutch-Canadian" boy was approximately five feet six inches tall, heavy in build, with short dirty blonde hair and pale blue eyes. He had a very determined personality and displayed little emotion. Tristan was very serious natured and appeared to be a loner. Conversely, Paul, the "Portuguese-Canadian" boy, was approximately five feet tall, slim in build with dark chestnut hair and deep brown eyes. Like Tristan, he had a very serious disposition. Paul was never seen dressed in clothing outside his proper soccer attire. Henry, the "German-Canadian" boy, was approximately five feet six inches tall, heavy in build, with dirty blonde hair and deep blue eyes. He too was very serious, never appearing to express any emotion. Like Paul, Henry was never seen clad in apparel outside his formal soccer uniform.

Findings

The study revealed that an identifiable pattern of motives were found among and between the boys of "Canadian", "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" ethnic identities. The inter-subgroup differences are discussed in context of the subcultural variations in norms, values and expectations of the respective subgroups.

One notable difference between the ethnic subgroups was in their identification of the role model responsible for them joining the soccer program. Specifically, while the "Canadian" and "Portuguese-Canadian" boys cited their *father* as the role model, the "German-Canadian" and "Dutch-Canadian" boys cited their *family traditions.*

The importance of this *father* role model was very evident during the interviews with the "Canadian" and "Portuguese-Canadian" boys. One "Canadian" boy stated this motive, when questioned about his reason for joining the soccer program, as: *"{Chest pushed out}{I joined] um...because of my Dad {excited}.... My Dad read about it in the paper and told me about it. He used to play you know {proud}.... I thought it might be fun...so I just joined!"* Another "Canadian" boy expressed: *"{Eyes gleaming} My Father got me involved in it {obvious look}.... He played soccer when he was my age too {excited}. One day I want to be like him! {Proudly sitting up in his chair}."* Lastly, the "Portuguese-Canadian" boy articulated this as: *"My Dad plays you know. He's an excellent player. One day I hope to be as good as he is.... I go to his games and he comes to mine.... I like it that we both play! {face lit up}"* The "Canadian" and "Portuguese-Canadian" boys' comments suggested that their

fathers influenced their involvement in the soccer program through their fathers own participation in the sport and through their fathers' interest and encouragement of their soccer involvement.

The "Dutch-Canadian" and "German-Canadian" boys, on the other hand, identified their role model to be *family traditions.* For example, the "German-Canadian" boy reported this motive, when questioned about his reasons for joining the soccer program, as: *"[I joined the soccer program because] it was the thing to do...it's like a family thing...a tradition!"* Similarly, the "Dutch-Canadian" boy articulated: *"[I joined the soccer program because] it's been in the family for years...everyone does it. Like my Dad did it, my grandfather...and even his father...and also my brothers. Just everyone! [excited]"* The "German-Canadian" and "Dutch-Canadian" boys' statements indicated that they joined the soccer program because past generations of their family members had participated in the sport and because their immediate multi-generational family expressed interest and encouragement of their soccer participation.

Interviews with the "German-Canadian" and "Dutch-Canadian" boys' fathers further supported the importance of the motive *family traditions* for their sons joining the soccer program. As the "German-Canadian" boy's father expressed: *"Soccer is a strong part of our heritage. Our family has been playing for generations.... It's just a part of who we are.... Henry is carrying on the tradition."* Similarly, the "Dutch-Canadian" boy's father reported: *"We have played this sport at home [Netherlands] for generations. It is important for us to keep our family ties."* Generally, there was agreement among these parents that the sport of soccer was a strong part of their sons' personal identity and family heritage.

Field observations of the family members that accompanied the boys to the soccer games were also consistent with the ethnic subgroups' identification of the role models. *"At least three and sometimes even four generations of family members attended the "German-Canadian" and "Dutch-Canadian" boys' soccer games. Often grandparents, parents and siblings would be seen standing along the sidelines, coaching and cheering on their family member. Few family members attended the "Portuguese-Canadian" and "Canadian" boys' soccer games. Rarely did any family members outside the immediate family attend and in many cases only one parent and no siblings attended."* The finding that the "German-Canadian" and "Dutch-Canadian" boys had several generations of family members attend their soccer games was consistent with their emphasis of the motive *family tradition.*

Conversely, the fact that the "Canadian" and "Portuguese-Canadian" boys had few family members attend their soccer games was consistent with their citation of the motive *influenced by father.*

The inter-subgroup differences in the identification of the role models is hypothesized to reflect the ethnic subgroups' distinct definition of the construct "family". As noted in the above interviews and field observations, while the "Portuguese-Canadian" and "Canadian" boys' definition of family appeared to be restricted to parents and siblings, the "German-Canadian" and "Dutch-Canadian" boys' definition encompassed relatives in addition to immediate family members.

One similarity among the ethnic subgroups was in their importance rating of the motive *thrills and/or excitement* as both a major soccer joining and engagement-enjoyment motive. This motive was defined by the youths in terms of the sensory or affective component associated with their soccer participation. Specifically, it was the feeling of excitement and participation that was a source of enjoyment through its more physiologically based effects. This motive was very obvious when the boys were questioned about their reasons for joining the soccer program. For example, the first "Canadian" boy cited: *"I just like the sport...just, uh...you know...just playing the sport.... What I like most is kicking the ball and... um, the running!"* The second "Canadian" boy reported: *"It's so fast. Like you don't have to wait around a lot"*. The third "Canadian" boy communicated this as: *"[I like the soccer program because] it's fast.... Uh, it's just exciting. You know, something is always happening."* Lastly, the "Portuguese-Canadian" boy responded: *"I like it because it's just exciting."* This motive also emerged, when the boys were asked about their sources of enjoyment in the sport. For example, the "Dutch-Canadian" boy commented: *"It's the sport itself. Like um...the rules of the game...I don't know [frustration]...I just like playing!"* Similarly, the "Portuguese-Canadian" boy expressed: *"[I like] the fast pace...like there's lots of action."* Lastly, the "German-Canadian" boy stated: *"I like the running, the passing...I just like the sport itself...like it's fast!"*

Statements derived from the parent interviews reaffirmed the significance of this motive for the boys' soccer involvement. For example, the first "Canadian" boy's father remarked: *"Dale thrives on soccer because there is never a dull moment.... Dale is the type of*

person that needs to be busy, to be happy!" Moreover, the "Dutch-Canadian" boy's father indicated: *"Tristan enjoys soccer because it's fast! There's constant involvement and excitement."* The second "Canadian" boy's father commented: *It is the intric...or should I say the excitement of the sport that Tom likes. Tom has a short attention span...he needs the challenge to keep him happy."* Similarly, the third "Canadian" boy's mother remarked: *"Scott enjoys soccer because it is fast! There's constant involvement and excitement."* Lastly, the "Portuguese-Canadian" boy's father stated: *"Paul has tried other sports but just hasn't liked them.... He likes soccer because it is always moving."* An interpretation of these parents' comments suggested that it was the sensual experience associated with the sport that they believed was important to their sons' soccer involvement.

Field observations of the soccer games further confirmed the boys' attraction to the *thrills and/or excitement* associated with playing the sport. *"The soccer participants themselves always appeared absorbed in the excitement and chaos of the games. Even though each child was scheduled to play one-and-a-half minute intervals, the majority of the youths would stay out on the playing field as long as possible and only come in if they were ordered to or if they were totally exhausted. After just a minute in the bench area, though, no matter how fatigued they were, the youths would be back upon the fence, cheering on their teammates, anxiously waiting for their turn to play again."* It appeared to the researcher that it was the novelty, uncertainty and complexity associated with the sport that provided its attraction for the participants.

There was also ethnic difference among the boys with respect to the value rating of the motive *winning*. While this source of enjoyment surfaced as important to the "Canadian" boys (cf. p. 50), it did not appear significant to the "German-Canadian", "Dutch-Canadian" nor "Portuguese-Canadian" boys.

It might be speculated that the inter-subgroup differences in the importance rating of this motive reflects the different ways in which ethnic subgroups defined success. Perhaps the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys viewed competition in a more inner-directed way and did not focus on winning; they were competing more against themselves or a standard rather than an

opponent. Conversely, the "Canadian" boys' sense of competition may have been more outer-directed. If this speculation is correct, it is consistent with the sport socio-psychological literature that suggests multiple forms of competition exist among the different ethnic groups (Allison, 1980; 1981; Hutchinson, 1987; Nelson & Kagan, 1972; Kagan & Ender, 1975; Madsen, 1967; Madsen & Shapira, 1970).

The finding that the "Canadian" boys valued *winning* is consistent with the belief and value system of mainstream North American society (Bakan, 1966; Bem, 1974; Beringer & Desota, 1985; Broverman et al., 1972; Deux & Lewis, 1983; Eagly, 1987; Spence & Helmreich, 1978). This pressure placed on the "Canadian" boys to win was very evident in their parents' comments regarding the teams being unbalanced in strength (cf. p. 52). The fact that all the "Canadian" boys' parents placed great emphasis on winning indicates that this motive must have been viewed as a significant component of their sons' soccer games. Conversely, the fact that not any of the other ethnic subgroups' fathers made statements about the importance of winning suggests that this motive may not have been perceived as a crucial element of their sons' soccer games.

Further evidence to support the theme that the "Canadian" boys' sense of competition was outer-directed and the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys' inner-directed was in their importance ratings of several major engagement-dislike motives. Specifically, while the motives *unqualified officials* (cf. p. 51) and *unbalanced strength teams* (cf. p. 52) were cited by the "Canadian" boys, they were not mentioned by the "German-Canadian", "Dutch-Canadian" nor "Portuguese-Canadian" boys.

Field observations of the youths' soccer games provided further evidence to suggest that the motive *unqualified officials* was more important to the "Canadian" boys than to the other ethnic subgroups. *"The male soccer participants often expressed anger and frustration among each other and with their coaches and parents regarding the fairness of the officials' calls. In fact, during the game it was not unusual for one or two of the "Canadian" boys to angrily yell at the official or stomp around in a temper tantrum after a call. Conversely,*

opposite behavior was revealed among the "German-Canadian", "Dutch-Canadian and "Portuguese-Canadian" boys. It did not matter how controversial the call was, these boys' main concern appeared to stem around restarting the game." The finding that the "Canadian" boys frequently displayed irate behaviors to the officials' calls, and the other ethnic subgroups did not, suggests that this motive was more important to the "Canadian" boys then their "German-Canadian", "Dutch-Canadian and "Portuguese-Canadian" counterparts.

The ethnic difference in the emphases of the motives *unqualified officials* and *unbalanced strength teams* were believed to reflect the boys' different definitions of the construct success. As noted previously, it appeared that the "Canadian" boys defined success in terms of winning. Therefore it is believed that, because the "Canadian" boys blamed their loosing streak on the *unbalanced strength teams* and the *unqualified officials,* these motives became major sources of distaste to them. Conversely, the failure of the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys to mention these motives may indicate these subgroups did not evaluate their success in terms of winning but rather, by personal performance standards. Therefore, even if their team's loosing streak was a result of the teams being unbalanced or the games being poorly officiated, it was not a concern to these boys because winning was not a priority to them.

Another similarity among the ethnic subgroups was the importance rating of the motive *to learn and/or improve skills* as both a major joining and engagement-enjoyment motive. The subgroups were however, unique in that while the "Canadian" boys appeared to be involved in the sport merely to improve their skills, the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys were involved to perfect the sport.

The importance of this motive to all the ethnic subgroups was evident when the boys were questioned about their major motives for joining the soccer program. For example, one "Canadian" boy cited: *"[Obvious Look][I joined] to get better at soccer {rigid face}."* Another "Canadian" boys articulated: *"[I joined because] I want to get better at it {stern facial expression}."* The "German-Canadian" boy communicated this as: *"[Obvious look] I joined to get better at soccer."* Likewise, the "Dutch-Canadian" boy verbalized:

"[Abrupt] I joined because one day I want to be an excellent player." Lastly, the "Portuguese-Canadian" boy stated: *"I want to play real well one day!"* Similarly, when the ethnic subgroups were questioned about their major sources of enjoyment in the soccer program the same motive surfaced. As one "Canadian" boy stated: *"I want to get real good...because one day I hope to be a famous soccer player [excited voice]."* Moreover, another "Canadian" boys articulated this as: *"I want to be as good as my Dad one day. He was really good when he was young. He was on a professional league."* The "German-Canadian" boy responded: *"I want to be real good at it".* Likewise, the "Dutch-Canadian" boy commented: *"I want to get better at soccer."* Lastly, the "Portuguese-Canadian" boy remarked: *"To improve my playing."* Generally, there was a consensus among all the ethnic subgroups that it was the opportunity to refine their skills and to become more proficient at the sport that were important to them.

Interviews with these boys' parents also revealed the importance of this motive among all the ethnic subgroups. For example, one "Canadian" boy's father stated: *"I am very pleased with Scott's commitment to the program. He is determined to play well.... I have never seen him so committed to a sport.... Usually he only lasts half a season."* Another "Canadian" boy's father indicated: *"Even though he is smaller and...um...less coordinated than the rest...he really tries. That's what's important [proud]."* The "German-Canadian" boy's father proudly voiced: *"Henry has been practicing soccer for over ten years now. We started him when he was just...when he just started walking.... With Henry's determination to be the best, I won't be surprised if he makes it into the professional soccer league."* Lastly, the "Dutch-Canadian" boy's father emphasized: *"Tristan practices harder than most of the other boys. He takes the sport serious.... We have taught him that you have to work hard in life...um...to...to be the best in what you do."* There appeared to be a consensus among these parents that a major reason their sons joined and maintained their involvement in the soccer program was to become more competent and efficient at the sport.

The evidence to suggest that the motive *to learn and/or to improve skills* may have been defined differently between the ethnic subgroups came from the field observations of the boys' soccer practices. The following was noted: *"It was not uncommon for the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys to arrive to the sessions 15 to 20 minutes early and leave 5 or 10 minutes late simply to fit some additional practice time in. Conversely, the "Canadian" boys were very punctual in their arriving to the gym at 8:00 p.m. and departing at 9:30 p.m..* The field notes further indicated that: *While*

the "Canadian" boys frequently stopped during the practices to socialize and/or have water breaks, the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" never stopped during the practices. Even during free time periods, the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys would be seen standing along the sidelines methodologically practicing their skills." The findings that the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys spent time outside their regular soccer practices to refine their skills and never took any rest breaks suggests that these boys were probably more dedicated towards soccer skill development than the "Canadian" boys.

Interviews with the boys regarding their major joining and engagement-enjoyment motives also supported the theme that there was an ethnic difference with respect to the level of commitment towards skill development. Specifically, while the "Canadian" boys cited that they joined and maintained their involvement in the soccer program because it *gave [them] something to do* (cf. p. 45), this motive was not articulated by the "German-Canadian" nor "Dutch-Canadian" boys.[1] In fact, the "German-Canadian" and "Dutch-Canadian" boys' stern body language and determined statements during the interviews were interpreted to mean that they had very specific reasons for joining and engaging in the soccer program; they were not involved to merely fill the free time in their lives.

Interviews with the boys about their sources of dislike in the soccer program provided additional evidence to suggest that the ethnic subgroups varied in their level of dedication towards soccer skill development. Specifically, while the motive *inadequate practice conditions* was cited as important among the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys, it was not indicated by the

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[1] It should be noted that while the "Portuguese-Canadian" boy expressed the motive *it gives me something to do* it was believed to have been influenced by the situational circumstances he was in rather than his ethnic identity. As the "Portuguese-Canadian" boy's father stated: *We just moved to the area...and don't know many people. I think it's great that Paul joined soccer because it gives him the opportunity to get out of the house and be with people his age. He really doesn't know many people around here."* Therefore it appears that, because the "Portuguese-Canadian" had just recently moved to the area, and did not know anybody, this may have accounted for his citation of this motive.

"Canadian" boys. For example, the "German-Canadian" boy expressed this source of dislike as: *"We should be able to hold more practices on the center's playing fields."* Similarly, the "Dutch-Canadian" boy reported: *"I wish the practices could be longer. You only get to play for a little while. Then it's all over for another week."* Moreover, the "Portuguese-Canadian" boy stated: *"Longer practices...and for all practices to happen at the soccer center.... You know on the regulation fields?!"* Therefore, the finding that only the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys indicated that they wanted to optimize the practice conditions, in order to facilitate skill development, suggests that these boys were more determined to develop their soccer skills than were their "Canadian" counterparts.

One last piece of evidence to suggest that the motive *to learn and/or improve skills* was more important to the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys than their "Canadian" teammates was in the boys' importance rating of the motives *insensitive parents* and a *too competitive coach.* Specifically, while these motives were cited as important by the "Canadian" boys (cf. p. 55), they were not mentioned by the "German-Canadian", "Dutch-Canadian or "Portuguese-Canadian" boys.

The researcher believes that the motives *insensitive parents* and *a too competitive coach* were important to the "Canadian" boys because these factors were perceived as potentially able to inhibit their ability to reach a state of "flow" (Csikenmyhalyi, 1975). Specifically, it is hypothesized that the pressure from the spectators and coaches to win, caused feelings of bewilderment and incompetence among these boys and anxiety resulted. Conversely, it appears that these motives were not a concern to the "German-Canadian", "Dutch-Canadian nor "Portuguese-Canadian" boys because their full attention was directed towards perfecting the sport: they seemed to believe that no obstacle could interfere with them refining their soccer skills.

The "German-Canadian", "Dutch-Canadian and "Portuguese-Canadian" boys' determination to master the sport was supported by their comments when questioned about their major soccer disengagement motives. As the "German-Canadian" boy cited:

I would never quit...only severe injury would make me quit. Like only if both my legs were cut off". The "Dutch-Canadian" boy remarked: *"Nothing would make me quit. I would never quit."* Lastly, the "Portuguese-Canadian" boy cited: *"Quit!.... I won't ever quit! I would never quit {determined}."* There appeared to be a consensus among these boys that nothing could make them quit the soccer program. They were determined to succeed at the sport.

The intergroup differences in the boys' dedication to the sport were believed to reflect the degree to which the ethnic subgroups viewed the sport of soccer to be an expression of their culture. For example, it appeared that while the "Canadian" boys were involved in the soccer program strictly for their own enjoyment and to impress their fathers, the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys seemed to be involved in soccer, more than for themselves or their fathers but, because the sport was viewed to be part of their family's traditions and heritage.

A Note: The Low Representation of Girls of Identifiable Ethnic Minority Groups

Finally a note should be made regarding the low representation of girls of identifiable ethnic minority groups among the girls' soccer team. A review of the findings indicated that of the seven girls that participated in the study, all were of white ethnic origin. In fact, field observations of the soccer organization's three female soccer teams, catering to this 13 to 14 year old age group, indicated that there did not appear to be any females of identifiable ethnic minority groups on any of the teams. This fact is significant to an interpretation of the findings because it suggests that gender differences in youths' sport motives may be heightened by ethnicity.

There are two plausible reasons for the underutilization of the soccer program by girls of ethnic minority groups. First, there is literature to suggest that the social organization of gender varies across ethnic groups (Coakley, 1982; McPherson, 1975) The patriarchal nature of some ethnic subcultures is such that the recreation and leisure of woman in these groups is severely limited in comparison to mainstream North American culture (Carrington, Chivers & William, 1987). This is the result of different

cultural emphasis placed on such societal norms as social participation (Antunes & Gaitz, 1975; Babchuck & Williams, 1973), social values (Rubel, 1968), male dominance (Mirande, 1977; Penalosa, 1968) and religion (Mirande, 1977; Penalosa, 1968). Therefore, one reason for the low engagement rate among girls of ethnic minority groups may be because the social organization of gender imposed barriers or constraints to their recreation and/or leisure behavior.

A second reason for the low representation of female of ethnic minority groups on the girls' soccer teams may have been because the sport program simply did not satisfy their motives for joining the soccer program. This finding too is plausible, considering that fact that ethnic identity was found to influence the boys' identification of soccer motives.

Further research must be conducted to understand the interaction of gender and ethnicity for youths' identification of major soccer motives

Summary

The findings revealed that ethnic differences were found among the boys' identification of major soccer motives. For example, while major soccer joining and engagement-enjoyment motives cited by the "German-Canadian" and "Dutch-Canadian" boys included *it is a family tradition* and *to perfect the sport*, the "Canadian" boys included *influenced by father, to refine soccer skills* and *it gives me something to do* and the "Portuguese-Canadian" boy cited *influenced by father* and *to perfect the sport*. Similarly, while major soccer engagement-dislike motives cited by the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys included *inadequate practice conditions*, the "Canadian" boys included *teams unbalanced in strength, a too competitive coach, insensitive parents* and *unqualified officials*. Lastly, the major soccer disengagement motives varied between the ethnic subgroups in that while the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys stated *nothing would make them quit*, the "Canadian" boys included *teams unbalanced in strength* and *a too competitive coach*.

Section VI-Importance of Ethnic Salience for the Youths' Identification of Soccer Motives

The following section consists of two parts. The first part presents a profile of the participants under investigation. The second part examines the influence of ethnic salience for the youths' identification of major soccer motives.

Participant Profile

The salience dimension of ethnic identity was examined only among the "Canadian" boys and girls because of the lack of a comparison group for the other ethnic subgroups.

To present a profile of the "Canadian" youths, while two boys felt that their ethnic identities were of only minor importance to their lives, one felt that his ethnic identity was of moderate importance to his life. Similarly, among the "Canadian" girls, while four felt that their ethnic identities were of minor importance to their lives, three felt that their ethnic identities were of moderate importance.

Findings

The findings revealed that a low or moderate ethnic salience score did not appear to influence the "Canadian" boys' nor girls' identification of major soccer motives. However, given the small number of "Canadian" youths examined and the fact that no other ethnic subgroups were investigated, the salience dimension of ethnic identity was unable to be explored in much depth. Further investigation is warranted.

CHAPTER 5

Conclusions, Implications And Future Research

The following chapter is divided into three parts. Section I presents the conclusions to the study. Section II outlines recommendations for soccer programming. Section III provides suggestions for future research.

Section I- Conclusions

The purpose of the study was to examine the importance of gender, ethnic identity and ethnic salience for two case studies of youths' identification of major soccer motives. One case consisted of six boys and the other seven girls, ages 13 to 14 years, registered on two, Parks and Recreation Department sponsored, recreational indoor soccer teams. The two gender segregated teams were selectively chosen from the District's eight (five boys' and three girls') similar type teams. Gender and ethnicity were the criteria utilized to select the teams. The attribute of gender was examined *between* the two cases. The variables of ethnic identity and ethnic salience were examined *within* the two cases. The goal was to gather preliminary qualitative data on a small sample of sport participants which could serve as a basis for a more objective and systematic study.

The research site was a middle class, mixed ethnic, Alberta community with a population of approximately 75,000 people. The indoor soccer program was scheduled between October 1991 and March 1992. It consisted of one regularly scheduled game and practice per week.

The methodological techniques included field observations (youths' soccer games and practices), personal interviews (youths, parents and coaches) and document collection. These tools were triangulated, whenever possible, to attain the most comprehensive understanding of the youths' soccer motives. The results were discussed and interpreted in light of an elaborated version of Alderman's (1978) ABSIMM.

The findings supported the need for more extensive research in two of the three areas of investigation. First, gender differences were found among the "Canadian" youths' identification of major soccer motives. For example, while major soccer joining motives cited by the boys included *influenced by father* and *to learn and/or improve skills*, the girls included *to be with friends and/or meet new people* and *to improve body image*. Similarly, while major soccer engagement-enjoyment motives cited by the boys included *winning* and *to learn and/or improve skills*, the girls included *to improve body image*. Furthermore, while major soccer engagement-dislike motives cited by the boys included *unqualified officials*, the girls included *gender inequalities in the program's basic structure and/or organization*. Lastly, while major soccer disengagement motives cited by the boys included *teams unbalanced in strength*, the girls included *did not get along with teammates*.

Second, the results revealed ethnic differences among the boys' identification of major soccer motives. For example, while major soccer joining and engagement-enjoyment motives cited by the "German-Canadian" and "Dutch-Canadian" boys included *it is a family tradition* and *to perfect the sport*, the "Canadian" boys included *influenced by father, to refine soccer skills* and *it gives me something to do* and the "Portuguese-Canadian" boy cited *influenced by father* and *to perfect the sport*. Similarly, while major soccer engagement-dislike motives cited by the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys included *inadequate practice conditions*, the "Canadian" boys included *teams unbalanced in strength, a too competitive coach, insensitive parents* and *unqualified officials*. Lastly, the major soccer disengagement motives varied between the ethnic groups in that while the "German-Canadian", "Dutch-Canadian" and "Portuguese-Canadian" boys stated *nothing would make them quit*, the "Canadian" boys included *teams unbalanced in strength* and *a too competitive coach*.

Third, the results revealed that a low or moderate ethnic salience score did not appear to influence the "Canadian" youths' identification of major soccer motives. However, further research is necessary because the research design prevented the results from being investigated in an in-depth manner.

Section II- Implications For Soccer Programming

The following section presents recommendations for soccer programming based on the results of the study. It should be noted that these are only tentative suggestions based on the limited evidence. Further research is necessary.

Design the Program to meet the Interests of all Segments of Society

The study revealed that the youths' soccer motives were influenced by their gender and ethnic identity. To ensure that the sport program is designed to meet the interests of all the soccer participants the following three measures should be undertaken: (1) conduct needs assessment studies on a frequent basis; (2) evaluate the program on an on-going basis, and; (3) develop and maintain open lines of communication among the sport participants and their families. Furthermore, an appreciation of the belief and value systems of the community's diverse ethnic populations would aid in the identification and understanding of these groups' salient motives.

Encourage Parental/Family Interest in the Child's Soccer Involvement

The results revealed that family *role models* were a major reason for some youths joining and maintaining their participation in the soccer program. To increase this important support base, parents need to be educated about how their behaviors ultimately influence their child's behaviors. Seminars, newsletters and/or radio broadcasts emphasizing the importance of role models for youths' sport participation would assist in meeting this objective. Furthermore, inviting parents to attend their child's soccer practices, in addition to their games, might prompt more parental involvement in the sport program.

Provide for the Affiliation Needs of the Youths

Many of the youths stated that a major source of enjoyment in the soccer program was the opportunity *to be with friends and/or to meet new people.* Procedures that would serve to increase the amount of social interaction at the games and practices

could include organizing drills and scrimmages on a partner and/or small group basis and incorporating optional extra-curricular activities (pizza or soda parties), and/or free-time periods (before, during and/or after sessions), into the scheduling of the program.

Keep the Sport Full of Action

The majority of youths confided that they enjoyed the novelty, uncertainty and complexity associated with the sport itself. Techniques to make the sport exciting are limited only by the creativeness of the coach. For example, providing challenging, quick and exciting drills, incorporating different practice activities into classes, changing the sequencing of events, offering environments with stimulating sensations -- sights, sounds and physical surroundings -- and ensuring that everyone is continually involved are ways to ensure the sport program remains a sensual experience.

Provide Opportunities for Skill Development

Special emphasis should be placed on skill development as this was a frequently cited motive by many of the youths. This suggests that a sense of personal accomplishment is important and there is a need to provide realistic challenges for all participants. Ironically, this objective is often neglected. Coaches that lack technical training and/or do not have an understanding of coaching techniques and strategies prohibit skill development. Many sport organizers forget that mere practice does not improve skills. Effective instruction requires three elements. First, planned purposeful practices with trained coaches is necessary. Second, individual differences in skill level must be considered and given the appropriate instruction. Third, these methods of instruction will be most effective when a positive rather than a negative coaching approach is used. Important components of a positive coaching approach are sincerity, realistic expectations, frequent rewarding of effort rather than outcome, encouraging statements and a constructive approach to mistakes (Martens, 1981, Smoll & Curtis, 1979).

Decrease Emphasis on Winning

Winning, although given considerable attention by many of the coaches and parents, was found to be of importance to only a few of the youths. Therefore, placing an emphasis on extrinsic rewards, participating in games where the scores are ridiculously one-sided, going to strictly regimented practices and other phenomenon that are a result of this *win-at-all-cost attitude* is a questionable practice if the criterion is to provide enjoyment to all of the athletes.

Provide the Opportunity for Improving One's Body Image

For many of the girls the fact that the sport program helped them to keep their bodies in good shape was a major source of enjoyment to them. Physical fitness is not necessarily an automatic benefit of sport participation. If the soccer organizers hope to fulfill this objective, then the sport environment must be structured in a manner to maximize the physical benefits. Again, organized, planned, purposeful practices specifically designed to increase the fitness level of the participants must be conducted. Additionally, educating the youths about good eating habits, safe weight loss procedures and proper exercise techniques would assist in fulfilling this objective.

Allow for Success to be Experienced

The majority of the youths expressed the need to feel success. Two strategies to increase youth satisfaction with the sport include: (1) changing the way the youths evaluate success (Nicholls, 1984), and; (2) structuring teams of equal strength so that everyone has their share of winning and losing.

(1) Evaluating Success: The youths should be taught to evaluate their success in terms of personal performance standards rather than social comparison-based outcome standards. Encouraging the setting of realistic individual goals would potentially allow every participant the opportunity to achieve consistent success in any situation. Furthermore, the use of self-record progress charts would allow each participant to monitor his or her own improvements.

(2) Creating Teams of Balanced Strength: A selection process needs to be implemented that creates teams of equal strength. This would allow all sport teams to have their share of winning and losing.

It should be noted that this task will be especially challenging for coaches that want to cater to the affiliation needs of the youths (e.g., by placing friends on the same teams), while at the same time trying to create teams of balanced strength. In this situation, continuously alternating the teams' players and/or incorporating handicaps into the design of the sport program might assist in meeting this objective.

Ensure that the Sport Environment Does Not Become Too Competitive

A large number of the youths expressed that a too competitive coach and/or sport environment detracts from the fun experience. The competitiveness of the program can be controlled by educating both the coaches and the parents that a *positive competitive philosophy* rather than a *competitive win-at-all-cost attitude* enhances enjoyment in the sport environment.

(1) Educate the Coaches: To facilitate a positive competitive philosophy, it is recommended that coaches be strongly encouraged to attend coach effectiveness-training programs. These seminars could convey important issues such as realistic expectations, goal setting, the meaning of success and failure in sport, positive mental attitude and the importance of intrinsic motivation, back to the coaches.

(2) Educate the Parents: There is obviously a conflict in the level of emphasis placed on winning by many of the parents and youths. If the barriers to youths being involved and being satisfied in the sport are to be removed, then a *positive competitive environment* must be established among the parents as well as the coaches. This positive philosophy of coaching can be conveyed to the parents through positive-statement pamphlets and newsletters, program-wide orientation sessions and parent seminars.

Playing Fairly

Many of the youths stated that playing soccer fairly was important to them. Strategies to enhance the fairness of the game include: (1) maintaining officials'

performance standards; (2) providing officiating seminars/clinics for the youths, and; (3) informing parents of soccer rules and regulations.

(1) Maintain Officials' Performance Standards: Mandatory officiating seminars, provided on a continuous basis, would work to both maintain and upgrade the performance standards of the officials.

(2) Provide Officiating Seminars/Clinics for the Youths: Educating the youths about the rules and regulations of the game would enhance their knowledge and therefore, perception of the fairness of the games. Also, permitting youths to act as referees and linesmen at their own soccer practices would give them a better appreciation of the difficult role these figure heads play.

(3) Inform Parents of Soccer Rules and Regulations: Parents should be invited to attend coaching seminars/clinics because the parents' perceptions of the fairness of the game often influence the youths' beliefs. Other ways to inform parents about the rules and regulations of the sport is through brochures, newsletters, posters and handbooks.

Diminish Gender Inequalities in the Structure and/or Organization of the Program

The majority of the female soccer participants were disquieted about the gender inequalities in the structure and/or organization of the soccer program. For example, specific concerns the girls communicated included:

- the boys' teams have first priority in booking the Indoor Soccer Center's playing fields.
- few coaches are willing to train the girls' teams.
- the girls' uniforms are both unsightly and uncomfortable.
- only the boys' teams get the skilled/experienced coaches.

Efforts and resources will have to focus on diminishing these inequalities if the girls are to derive maximum enjoyment from the sport program.

Need for More Flexible Programming

Many of the youths expressed concern over program scheduling and locale factors. More direct family input into the organization of the soccer program would assist sport organizers in meeting this objective.

Must Identify the Reason for the Low Representation of Girls of Ethnic Minority Groups

The results indicated that there was an underutilization of the soccer program by females of ethnic minority groups. Research must be conducted to determine the reason for this. For example, if it is found that this segment of the population was not participating in the ORSP as a result of structural barriers, then resources would need to be allocated to overcome these barriers. Conversely, if it is discovered that the sport program was not designed to meet the interests of these girls, then their motives would have to be identified and consciously catered to.

Section III- Future Research

This exploratory study leads to three recommendations for future research. First, the investigation calls for the more frequent utilization of interpretive frameworks to study youths' sport motives. For instance, this study revealed that the interpretive framework provided an understanding of the dynamic arenas of the sport experience that have not been captured using the traditional survey research. This insight was attained because the interpretive paradigm allowed the youths' motives to be studied as complex, multi-dimensional phenomena rather than isolatable, unidimensional happenings. It should be noted that this recommendation in no way suggests that the traditional survey research has not contributed significantly to the sport motivation research. It simply implies that more qualitative work might be required to fully comprehend the nature and/or meaning of individuals' sport experiences.

Second, the investigation highlights the need for more longitudinal studies. The majority of the studies that have dominated the sport motivation research to date have used a cross-sectional approach (with the exception of Wankel & Sefton, 1989).

Problems inherent in this retrospective research have included reliance on recall, failure to survey athletes who have already withdrawn and lack of control for maturation, playing experience, etc. (Wankel & Sefton, 1989). Longitudinal studies would serve to eliminate these problems and thus, provide a more complete understanding of youths' sport motives.

Third, the study found that the elaborated version of Aderman's (1978) ABSIMM (cf. p. 31, Figure 2) identified motives of the youths that would not have been captured using the original motivation model (cf. p. 3, Figure 1). Specifically, the results indicated that the youths' motives for joining the sport program were found to be different from their sources of enjoyment once engaged. Furthermore, the youths' sources of dislike in the sport program were discovered to be different from their motives for actually terminating their involvement. Therefore, had the youths only been questioned about their motives for sport *participation* and *attrition*, it is likely that some of their major motives would not have been identified. This finding does not suggest that the revised conceptual framework is the optimal motivation model but merely that further research should be conducted to test the validity of the ABSIMM for identifying youths' sport motives.

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APPENDIX A

Table 1. Participation Motivation Studies

TABLE 1: PARTICIPATION MOTIVATION STUDIES

AUTHOR/ YEAR OF STUDY	SAMPLE SIZE & CHARACTERISTICS (M=Male; F=Female; P=Participant; G=Guardian)	TYPE OF ASSESSMENT (TOA) THEORETICAL BASE (TB)	MAJOR FINDINGS	SIGNIFICANCE AMONG & BETWEEN GROUPS
Skubic (1956)	Sample: 145 M/P 145 G/M/P Country: U.S. Age: 8-16 years Sport: Baseball	TOA: Questionnaire (variety of question types) TB: Athlete-By-Situation Interaction Model of Motivation	Major Incentives: affiliation; to have fun; to develop sportsmanship; to enhance playing skills.	No
Alderman and Wood (1976)	Sample: 425 M/P Country: Canada Age: 11-14 years Sport: Ice Hockey	TOA: Alberta Incentive Motivation Scale (Likert Scale) TB: Extend Birch and Veroffs' (1966) Model to Sport	Major Incentives: affiliation; excellence; arousal-stress.	No
Griffin (1978)	Sample: 289 M/P Country: U.S. Age: 9-15 years Sport: Football	TOA: Questionnaire (variety of question types) TB: Athlete-By-Situation Interaction Model of Motivation	Major Incentives: learning game skills; conditioning; sportsmanship; fun; teamwork; friendship.	No
Alderman (1978)	Sample: 2,000 M/F/P Country: Canada Age: 11-18 years Sport: Variety	TOA: Alberta Incentive Motivation Inventory (Likert Scale) TB: Extend Birch and Veroffs' (1966) Model to Sport	Major Incentives: affiliation; excellence; arousal-stress.	No

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Harris (1984)	Sample: 25 M/P Country: U.S. Ages: 10-12 years Sport: Baseball	TOA: Field observations; interviews with coaches, parents & youths; group discussions with players TB: Czikzentmihalyi's (1975) theoretical model	White Team: learning skills; paying attention. Black Team: paying attention; winning & losing.	No - reflected coaches' conception of baseball and amount previous playing experience.
Sapp and Haubenstricker (1978)	Sample: 1,050 M/F/P Country: U.S. Age: 11-18 years Sport: Variety	TOA: Likert Ratings of Major Motives for Participation TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: fun; improve skills; fitness benefits. *gender & sport type differences	* females more friendship oriented * sport type differences
Fry, McClements and Sefton (1981)	Sample: 112 M/P Country: Canada Age: 8-16 years Sport: Ice Hockey	TOA: Likert Ratings of Motives for Participation TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: fun; score goals, skating & puck handling; winning or competition; affiliation.	No
Wankel & Pabich (1982)	Sample: 132 M/F Country: Canada Age: 8-12 years Sports: Baseball, Soccer & Ice-Hockey	TOA: Thurstonian Paired-Comparison Inventory TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: improve skills/feel a sense of accomplishment; just doing the skills of the game. * sport type differences	*improving skills/feeling a sense of accomplishment was rated more important for soccer and baseball participants vs. hockey participants

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Petlichkoff (1982)	Sample: 270 M/F/P Country: U.S. Age: 12-18 years Sport: Variety	TOA: Alberta Motivation Inventory (Likert Scale) TB: Extend Birch & Veroffs' (1966) Model to Sport	Major Motives: excellence; affiliation; arousal; success. * gender & sport experience differences	*males rated success, stress/arousal & aggression as more important; *females rated affiliation as more important; *athletes with 6-11 seasons of sport experience rated stress/arousal & aggression as more important than athletes with less than 5 seasons' experience
Gill, Gross & Huddleston (1985)	Sample: 1,138 M/F/P Country: U.S. Age: 8-18 years Sport: Variety	TOA: Likert Ratings of Motivation for Participation TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: improve skills; have fun; learn new skills; challenge; be physically fit. * gender differences	*males rated achievement status as more important

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AUTHOR/ YEAR OF STUDY	SAMPLE SIZE & CHARACTERISTICS (M=Male; F=Female; P=Participant; G=Guardian)	TYPE OF ASSESSMENT (TOA) THEORETICAL BASE (TB)	MAJOR FINDINGS	SIGNIFICANCE AMONG & BETWEEN GROUPS
Gould, Feltz & Weiss (1985)	Sample: 365 M/F/P Country: U.S. Age: 8-19 years Sport: Swimming	TOA: Likert Ratings of Motivation for Participation (Gill et al., 1983, Inventory) TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: fun; fitness; skill improvement; team atmosphere; challenge; something to do. * gender and age differences	*females rated fun, fitness, something to do & friendships as more important; *younger youths rated achievement status, something to do, coach & facilities as more important
Wankel (1983) / Wankel & Kriesel (1985)	Sample: 822 M/P Country: Canada Age: 7-14 years Sports: Soccer, Baseball & Ice-Hockey	TOA: Thurstonian Paired-Comparison Inventory TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: excitement of the sport; personal accomplishment; improving one's skills; testing one's skills; against each other.	No
Wankel & Sefton (1989)	Sample: 55 M/F/P Country: Canada Age: 7-15 years Sports: Ringette & Ice-Hockey	TOA: Pre-game and Post-game Questionnaire TB: Not applicable	Predictors of Fun: post-game positive affect; how well one plays; challenge; game outcome.	No

APPENDIX B

Table 2. Attrition Motivation Studies

TABLE 2: ATTRITION MOTIVATION STUDIES

AUTHOR/ YEAR OF STUDY	SAMPLE SIZE & CHARACTERISTICS (M=Male; F=Female; P=Participant; G=Guardian DO=Dropout; NS=NonStarter)	TYPE OF ASSESSMENT (TOA) THEORETICAL BASE (TB)	MAJOR FINDINGS	SIGNIFICANCE AMONG & BETWEEN GROUPS
Orlick (1973)	Sample: 325 M/F/DO Country: Canada Age: 8-19 years Sport: Variety	TOA: Open-ended Interviews TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: not enough playing time; fear of failure; disapproval; psychological stress	No
Orlick (1974) and Orlick & Botterill (1975)	Sample: 60 M/DO Country: Canada Age: 7-19 years Sport: Variety	TOA: Open-ended Interviews TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: program's competitive emphasis; did not like coach; conflicts of interest; interest in other sports; injury. * age group differences	*high school age youths rated conflicts of interest as more important; *elementary school age children rated competitive emphasis of program as more important
Sapp & Haubenstricker (1978)	Sample: 1,183 M/F/P (11-18 years) 418 G/M/F/P (6-10 years) Country: U.S. Age: 6-18 years Sport: Variety	TOA: Likert Scale Ratings of Motives for Discontinuing TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: involvement in other activities; working disinterest.	No
McPherson et al. (1980)	Sample: 1,090 M/F/P 279 G/M/F/P Country: Canada Age: Sport: Swimming	TOA: Likert Scale Ratings of Motives for Discontinuing TB: Athlete-By-Situation Interaction Model of Motivation	Major Findings: frustration; other interests; pressure; lack of progress; lack of fun; never won; too time-consuming; conflicts with coach.	No

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AUTHOR/ YEAR OF STUDY	SAMPLE SIZE & CHARACTERISTICS (M=Male; F=Female; P=Participant; G=Guardian DO=Dropout; NS=NonStarter)	TYPE OF ASSESSMENT (TOA) THEORETICAL BASE (TB)	MAJOR FINDINGS	SIGNIFICANCE AMONG & BETWEEN GROUPS
Fry, McClements & Sefton (1981)	Sample: 200 M/P/DO Country: Canada Age: 8-16 years Sport: Ice-Hockey	TOA: Open-ended Interviews TB: Athlete-By-Situation Interaction Model of Motivation	Major Findings: conflicts of interest; lack of skill; dislike coach; rough playing; organizational problems. *age group differences	* younger youths (under 9 years) rated lack of skills and boredom as more important
Pooley (1981)	Sample: 50 M/DO Country: Canada Age: 10-15 years Sport: Soccer	TOA: Open-ended Interviews TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: conflicts of interest; over-emphasis on competition; poor communication. * age group differences	* younger youths (10-2 years) rated over-emphasis on competition & conflicts of interest as more important
Sefton & Fry (1981)	Sample: 86 M/F/DO Country: Canada Age: 6-22 years Sport: Swimming	TOA: Likert Scale Ratings Motives for Discontinuing TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: too much time involved; dissatisfied with practices; conflicts with other activities; favouritism by coach; over-demanding coach; injuries; work.	No

TABLE 2: ATTRITION MOTIVATION STUDIES

AUTHOR/ YEAR OF STUDY	SAMPLE SIZE & CHARACTERISTICS (M=Male; F=Female; P=Participant; G=Guardian DO=Dropout; NS=NonStarter)	TYPE OF ASSESSMENT (TOA) THEORETICAL BASE (TB)	MAJOR FINDINGS	SIGNIFICANCE AMONG & BETWEEN GROUPS
Gould, Feltz, Horn & Weiss (1982) / Gould, Feltz & Weiss (1985)	Sample: 50 M/F/DO Country: U.S. Age: 10-18 years Sport: Swimming	TOA: Open-ended Interviews; Likert Scale Ratings Motives for Discontinuing; Harter's Perceived Competence Scale TB: a) Athlete-By-Situation Interaction Model of Motivation b) Harter's Theory	Major Findings: other things to do; not as good as wanted; no fun; conflicts of interest. * gender, age & sport experience differences in importance rating of motives.	*males rated competence as more important; *females rated not liking the pressure more important; *younger youths (10-14 years) rated other things to do more important; *older youths (15-18 years) rated teamwork, parents, friends & challenge as more important; *youths with 2 years experience rated affiliation as more important than youths with 3 years experience
Petlichoff (1982)	Sample: 46 M/F/DO Country: U.S. Age: 12-18 years Sport: Variety	TOA: Open-ended Interviews; Likert Scale Ratings Motives for Discontinuing TB: Athlete-By-Situation Interaction Model of Motivation	Major Motives: conflicts of interest; injury; lack of skill improvement; not as good as wanted to be. * age differences	*younger youths (12-14 years) rated teamwork, did not meet new friends, did not feel important enough, not challenging and skills did not improve as more important

TABLE 2: ATTRITION MOTIVATION STUDIES

AUTHOR/ YEAR OF STUDY	SAMPLE SIZE & CHARACTERISTICS (M=Male; F=Female; P=Participant; G=Guardian DO=Dropout; NS=NonStarter)	TYPE OF ASSESSMENT (TOA) THEORETICAL BASE (TB)	MAJOR FINDINGS	SIGNIFICANCE AMONG & BETWEEN GROUPS
Robinson & Carron (1982)	Sample: 26 M/DO 33 M/P 39 M/NS Country: Age: Sport: Football	TOA: Open-ended Interviews; Likert Scale Ratings Motives for Discontinuing TB: Lewinian Interactionist Framework	Major Findings: Dropouts: feel less a part of a team; enjoyed participation less; less parental support; more often attributed poor performance to ability; less often attributed success to effort; more often saw coach as an autocrat.	*wide variations among and between groups
Burton & Martens (1986)	Sample: 69 coaches 83 M/P 83 G/M/P 26 M/DO 26 G/M/DO Country: U.S. Age: 7-17 years Sport: Wrestling	TOA: Likert Scale Ratings Model Motives for Discontinuing TB: a) Nicholl's Perceived Ability Scale b) Athlete-By-Situation Interaction Model of Motivation	Major Findings: other things to do; doesn't care anymore; no fun; isn't motivated anymore.	No

APPENDIX C

Daily Checklist

Daily Checklist

Date:

Soccer Team: Time:

Coach: Attendance:

Event: Asst. Coach:

Social System

I - Soccer Program

(1) Personal
-Physical
-Psychological

(2) Situational

II - Youths

(1) Personal
-Physical
-Psychological

(2) Situational

III Culture (Values or Ethos)

(1) Youths

(2) Soccer Program

(3) Immediate Community

APPENDIX D

Participant Consent Form

January 21, 1992

Dear Participant,

We are conducting this study in order to learn what individuals, such as you, like and dislike about organized recreational soccer programs.

The information that you provide will greatly assist us in designing soccer programs that will better meet your needs.

We would like to note, that some of our questions request information on your family's cultural background. This input from you is very important for us to understand whether the soccer programs are meeting the interests of the "entire community" and not just segments of it.

If you decide to participate in the study you will be asked to participate in an interview conducted at a time and place of your choice. The interview will take approximately 50 minutes to complete. If you wish to withdraw your participation, at any time throughout the interview, you may do so with no prejudice.

It should also be emphasized that, to protect your privacy, your name will not be used in the study and the results will be analyzed for the whole group rather than for any one person.

We hope that you will consider helping in this important study. If you have any questions or concerns, at all, please don't hesitate to call my supervisor, Dr. Peter Heron, at 492-0579 or me, personally, at 436-0182.

Sincerely,

Shelley Wells

Please complete the form and return it at the next soccer practice/game. If you decide to help with the study I will contact you at home, in the next couple of days, to make arrangements for the interview.

I am willing ___/not willing ___ to be a participant in the study.

Signature _____ Date _____

APPENDIX E

Parent Consent Form

January 21, 1992

Dear Parent,

We would like your permission to allow your son/daughter to take part in a study examining: "What youths like and dislike about organized recreational soccer programs."

The information that your son/daughter can provide will greatly assist us in designing soccer programs that will better meet their needs.

We would like to note, that some of our questions request information on your family's cultural background. This information from you is very important for us to understand if the soccer programs are meeting the interests of the "entire community" and not just segments of it.

If you give your son/daughter permission to participate in the study, they will be asked to participate in an interview conducted at a time and place of their choice. The interview will take approximately 50 minutes to complete. If your son/daughter wishes to withdraw their participation, at any time throughout the interview, they may do so with no prejudice.

It should also be emphasized that, to protect your family's privacy, your son/daughter's name will not be used in the study and the results will be analyzed for the whole group rather than for any one person.

We sincerely hope that you will consent to have your son/daughter take part in this important study. If you have any questions or concerns, at all, please don't hesitate to call my supervisor, Dr. Peter Heron, at 492-0579 or me, personally, at 436-0182.

Sincerely,

Shelley Wells

Please complete the form and return it with your son/daughter at the next soccer practice/game. If you permit your son/daughter to take part in the study I will contact you at home, in the next couple of days, to discuss arrangements.

I give ___/do not give ___ permission for _____ to take part in the study.

Parent's Signature _____ Date _____

APPENDIX F

Interview Schedule for the Participants

Preamble: Hi ___, as I mentioned to you last day, we are conducting this study in order to learn: "What you like and dislike about the indoor soccer program you are currently participating in." We need this information so that, in the future, we can create programs that will suit your interests.

If it's okay with you, I would like to tape record our conversation. I would like to do this so that I won't forget anything you say. However, please be assured that anything you say will be kept strictly between us.

Do you have any questions before we start?

I Motivation Questions

(1) Thinking way back, to before the program even started, what were your reasons for joining the soccer program? Please explain.

(a) Any other reasons? Please explain.

(2) What position(s) do you play?

(a) Tell me, about the position? Please explain.
(b) Anything else? Please explain.

(3) What do you enjoy about the soccer program? Please explain.

(a) Is there anything else you enjoy? Please explain.
(b) Anything else? Please explain.

(4) What is it about the soccer program that you don't enjoy? Please explain.

(a) Is there anything else you don't enjoy? Please explain.
(b) Anything else? Please explain.

(5) If you could change the soccer program, in any way, how would you change it? Please explain.

(a) Is there anything else? Please explain.
(b) Anything else? Please explain.

Appendix F Continued...

(6) Tell me, what would cause you to quit the soccer program? Please explain.

(a) Is there anything else? Please explain.
(b) Anything else? Please explain.

(7) Describe to me, your idea of the "perfect" soccer program. Please explain.

(a) Is there anything else? Please explain.
(b) Anything else? Please explain.

(8) What are your plans for next season? Please explain.

Preamble: Great! Now the next few questions request information on your family's cultural background. Remember, if you have any questions at all, please don't hesitate to ask.

II Ethnic Identity/Salience Questions

(1) How many people are in your family?

If relevant:
No.# Brothers ____
No.# Sisters ____

(2) Where was . . .

If relevant:
(a) Your mother born?
(b) Your father born?

(3) Where were you born?
If relevant:

(a) Have you lived in Canada all your life?
(b) When did you move to Canada?

(4) Canada is made up of people who come from all parts of the world - like the Irish, Italian, Chinese, etc. To what group of people do you feel that you identify most with?

Appendix F Continued...

If the response is "Canadian", then ask:
Do you relate to any specific group of people within Canada?

Preamble: Great! Now, with the next three questions, all you have to do is, pick the answer that best describes you. Any questions? (Note: Insert Youths' ethnic identify into the parentheses).

Ethnic Salience Scale

Weighted Score	Question
(5)	Being (ethnic identity) is: (1 pt) Only of little importance for my life, compared to other areas of my life. (2 pts) Important for my life, but not more important than other areas of my life. (3 pts) Of real importance for my life and comes before anything.
(6)	When you make important decisions, to what extent do you base such decisions, on your (ethnic) background? (1 pt) I seldom if ever base important decisions on my (ethnic) background. (2 pts) I sometimes base important decisions on my (ethnic) background. (3 pts) I base most of my important decisions on my (ethnic) background. (4 pts) I go out of my way to base my important decisions on my (ethnic) background.
(7)	Without being (ethnic identify) the rest of my life would not have much meaning to it. (1 pt) Strongly agree (2 pts) Agree (3 pts) Disagree (4 pts) Strongly Disagree
ESS: _____ (Sum Questions 5, 6 & 7)	

Finish: Well, that's it! Unless you want to add anything else? (Pause) Thanks for taking the time to help. I really appreciate it.